

ABSTRACT

Franco Cambi, Beauty saves us! Observations for an aesthetic pedagogy

The experience of beauty has the task to raise the man, but also to save him: the text presents two examples, in poetry (Leopardi) and in novel (Proust).

Rosella Certini, The artistic experience in the Italian school

The man's history speaks an artistic language and the man's evolution can be narrated by the artworks created by human's imagination. The school should rethink about the role of art into educational path of the youth, considering it as a cross instrument for learning and activating a play that alternates to action of creating with the activity of understanding.

Silvia Demozzi, Learning the "language of connections". The value of art in the thinking of Gregory Bateson

The article presents a brief analysis of the role of art in the thinking of Gregory Bateson. This is the starting point for a pedagogical reflection that may emphasize, in the educational processes, the languages of connection, typical of art and metaphor, and may propose alternative paths to «single thought» and simplification.

Mario Gennari, The aesthetic education: foundation and projects

The text presents the esthetic education as a patrimony of human being: it's a task that should be raised strikingly also in school.

Elena Madrussan, Education, subjectivity, literature

What kind of relationship exists between education, subject and literature? In the past this relationship was considered either a learning object or a process of identification with the main character of a novel. After Ricoeur the same relationship can be instead be approached from a different methodological point of view, which creates many new networks of meanings. In this context every literary experience becomes an educational experience and the subject is the restless connection between them.

Paolo Mottana, Rethinking aesthetic in the time of monstrous

The text reads again the notion of esthetic above all as symbolic sensibility, sensibility to the secret language of world, to her intimate correspondences, to the network of affinity in which it's interweaved. Today this sensibility appears secondary and anesthetized, with effects of decline that reflect in many aspects of our life. It's necessary to reactivate as soon as possible this sensibility and the resulting responsibility through the exercise of an accurate and receptive look,

that is central in pedagogy of imagination and in general in artistic practicality. Only by virtue of an improved familiarity with the creative practicality of art in all its educational forms will be possible to give back slowly to man the necessary sensibility to listen the mute message of world and to learn again to inhabit it without violate it.

Clara Silva, Children and art in the "Beauty, Children, Mirò and Contemporary Art" experience

Pedagogy has shown as children's first drawings, pictures and graphic expressions are not simply scribbles: on the contrary, they are real, meaningful outlines of a story. In order to enhance the meaning of children's drawings, the 'workshop' pedagogic-didactic model seems to be the most suited for a similar approach to aesthetic education. In light of these theoretical and methodological premises, this essay illustrates the project experiences carried out in numerous crèches and nursery schools both in Tuscany and some European countries, using Contemporary Art to enhance children's creativity. The project activities involved the children's whole sensorial sphere, together with their emotional experiences, arousing curiosity and promoting children's individuality and harmonic development as well.

Giuseppe Tognon, The Est-hetics of Esthetics: Pedagogy as a Science of Life

The Est-hetics of educating is not a new "special field" in philosophy, but an attempt to move away from the pedagogic experience of art towards a philosophy of experience that surpasses the limitations of a paideia entirely centred on the tenet of what man ought to be. The study of the concept of beauty, from the kalokagatia of the ancient Greeks, to the crisis of esthetic formalism in the 20th century, help us to understand that, to make pedagogy a science of life, it is necessary to move away from the disconnect between form and content and think again about the dialectic between critical thinking and that awareness of reality and beauty which is as much a part of our daily life as breathing.

Daniele Branca, The System of Children and Youth Choirs founded by Abreu in the occidental context

The System of Children and Youth Choirs and Orchestras founded forty years ago by Josè Antonio Abreu in Venezuela, has become a significant alternative to the social ills faced by children and young people of the most disadvantaged neighborhoods of the South American metropolis, not only drugs and crime, but also the nihilistic logic that lacks all hope. It makes sense to transfer this experience in the wealthy West where the discomfort takes different forms? The answer is positive: music made together is ideal for sharing basic social values, construction of meaning and important experiences. The group is a perfect example of positive interdependence, commitment and responsibility, emblem of the community, micro-ideal society. Tolerance, inclusion, shared goals: values that can be a solution as well for our ills (bullying, eating disorders, depression, immaturity, inability to decision and commitment, dependence on families etc.). The System of Abreu is the credible alternative to the traditional way of teaching music, cold and elitist, and it stresses the importance of teachers in their role of great responsibility, both pedagogical and psychological.

Giuseppe Burgio, Intellectuals caught in the trap. The postfordist university and the formation of cognitariat

In post-Fordism has now emerged the figure of cognitive workers, who work through communication, symbols and the relationship. Among these should be placed also precarious intellectual workers, that the article fits into the theorist landscape of Italian post-operaism. The analysis deals with the plan of social building and education of precarious cognitive workers. In this perspective, the precarious researchers of Italian universities (PhDs, PostDocs, temporary teachers etc.) appear to play a central role because they exploit themselves and simultaneously educate cognitive workers of postfordism into submission and obedience. To this aim seems to tend the process of restructuring of the university system.

Stefania Carioli, Toward an innovative pedagogy of reading

This paper presents a reflection on the subject of traditional reading and digital reading, and focuses on the pedagogical implications when moving from print to a digital reading environment. It stresses out the differences between the digital reading of the texts, such as the e-books, and the digital reading on the Internet. Based on the acquisitions coming mainly from the neuroscientific scope, it suggests the complexity of online reading is not favorable to the readers who are at the beginning of their path of literacy. The paper notes that for the novice readers is more appropriate to read both on printed page and on digital content that maintain largely the printing features - such as stability, linearity, the fulfillment of the content. These features attract the full attention of the reader and encourage the development of cognitive processes at the base of a deep reading. These processes must be strengthened especially at the beginning of the reading learning process.

The online reading can be addressed later, using metacognitive techniques and self-regulated strategies that accustom the reader to stop on a text and to monitor his/her comprehension, to resist a superficial reading, and to engage the research for a deeper meaning.

The article emphasizes the importance of integrating the two forms of reading and to promote the best of both literacies.

Giacomo Cives, Maria Montessori between science, spirituality and secularism

Has Maria Montessori an religious horizon? Yes, she have, but it's laic and cosmic. It's tied to her scientific education and to the cultural context in which she lived.

Simone Z. Moschen, Carla K. Vasques, Luciane P. Simiano, Psicanalisi, educazione speciale e formazione degli insegnanti

The text studies the special education in Brazil and describes an experience about a continuing education course addressed to teachers that work with children and made by researchers of differ field of knowledge (pedagogy, psychology, philosophy and psychoanalysis).

Giuseppe Pillera, Collaborating online in order to educational planning

How can we support group collaboration about designing human and social change? This paper reports three years of blending laboratory at university course about pedagogic models for educational planning and it especially explores about methodology, tools, participants, activities and assessment, with regard to group-based collaborative writing set in a specially made web environment

Marco Salis, Aristotle's humanism in politics, knowledge and education

According to the author of this study, the nature of Aristotle's work is, at the same time, humanistic and anthropocentric, unlike Plato's work, which is humanistic and theocentric. The author arrives at this conclusion through examination of the philosopher's pedagogical ideas: the definition of the purposes and means of education is related to the quality of the responses on the organisation of human societies, on the problem of the common good, and on the nature of man both as a rational being and with reference to his place in the natural world.

Viviana Segreto, Forms of Life and Educational Relationship

The aim of this paper is to show that the main object of pedagogical research is relationship among people who share the same context. The analysis follows a linguistic approach, from a theoretical and metaphysical kind of language to a language of forms of life.

After the linguistic turn, particularly in Ludwig Wittgenstein, forsaking a Platonic language means throwing language in forms of life, and blending it with people and their lives. So an educational process has to leave the unique, traditional pattern to open itself to different voices of life.

Michele Zedda, Notes on childhood in Leopardi's conception

Childhood is a central topic in Leopardi's literary production. The poet describes the child's mind very carefully: his memory, imagination, attention and his peculiar points of view. These descriptions haven't a direct pedagogical purpose, but it is possible to find in them important ideas on education.