

ABSTRACT

Rossella Certini, The intelligent Search: Some Considerations on the Montessori Method

The author, on the assumption that «the Montessori “method” still today arouses much debate», reads some key points of her educational project. At the center of the reflection is, again, the scientific mind of the child, which is the key tool to learn how-experiment with the many dimensions of life. The Montessori method is still widely used in many parts of the world for its principles of democracy and active experience and the author explores some of the motivations behind these choices.

Cosimo Di Bari, Between antiutopia and pedagogy: analysis of models and critical functions

The paper aims to consider the contribution of antiutopia to the pedagogical studies. The examples of three authors (Orwell, Huxley and Bradbury) and their dystopias (respectively *1984*, *Brave new world* and *Fahrenheit 451*) show that this literary genre can critic and deconstruct homogenizing and conforming models of technological society, to preserve the culture and “cultivate” the *anthropos*.

Elena Mignosi, The parents’ training: a model of intervention in disadvantaged socio-cultural contexts

This article presents a possible model of parents’ training in an area at risk by a socio-economic and cultural point of view. It clarifies the theoretical framework that, during four years, has been the basis for the design, the implementation and the evaluation of several actions in a primary school in the city of Palermo. From this theoretical framework, which concern primarily the eco-systemic and socio-constructivist perspectives, some basic points are enucleated, such as the concepts of “context” and of empowerment. Some methodological and operational choices are also explained, in line with this approach, such as: the dimension of the working group, the narrative and the life stories dimension, the analogical area and the dimension of the “play” as “transitional area”. The monitoring and the evaluation in the short and medium term have shown that training programs, according to these theoretical and methodological principles, operate in a system in which the increase in the power of individuals increases the power of the group. However, since the deep cultural changes are long and difficult, it is necessary don’t forget the socio-political dimension, otherwise there will be the possibility of the nullification of the interventions and the risk of causing new frustrations.

Carlo Orefice, "Pain, birth and death" in a multicultural perspective. Educational considerations on some key-concepts in the professional identity of nurses

Despite nursing knowledge requires solid expertise in a wide range of fields (e.g. from clinical practice to the language of healthcare organizations, from different healthcare provision models to diverse ways of knowing the disease, up to a series of highly topical issues, such as medical errors, informed consent, aggres-

sive treatment, etc.), in this essay the author reflects, starting from his own experience of university teacher and researcher in nursing, on three key-concepts (pain, birth, death) on which and through nurses have structured, not without contradictions, their professional identity.

Viviana Segreto, The educational experience as an opportunity for school's organizational learning

It is possible to identify an original *pedagogical turn* starting from classical world, when the theoretical thinking and the organization of a shared public space involve in the constitution of pedagogical science, which must found an educational model useful in the new theoretical and political context. The *turning point* is located in the devaluation of religious-mythical education, thinking image as false, and in the founding of the paradigm of identity, based on word as true.

Brunella Serpe, Giuseppina Le Maire: civic passion, social activism, educational engagement

Giuseppina Le Maire's life and humanitarian, social and educational action have gone through maybe the most intense decades of Italian history, from the proclamation of Italian unity to the forties of the twentieth century. Her commitment has made indelible tracks in many of the communities she reached; and of that commitment here is meant to give a first reconstruction.

Giovambattista Trebisacce, From critical rationalism to pedagogical problematicism. Considerations and research ideas

The origins of critical problematicism are in the Antonio Banfi's thought, who uses Neokantianism, Phenomenology, Marxism with an advanced device. By Giovanni Maria Bertin the problematicism applies to pedagogy, developing by its pupils in Bologna and offering an actual model of philosophy of education.

Laura Vanni, The "paggeria": a school at the prince's court

The text analyzes the organization of the "paggeria": the school, in the modern age, welcomed the children of noble families, in the court, with the aim to teach good manners, in the service of the Lord and to the rules of cortigiana. In an appendix to the text shows the handwritten document, signed by Cosimo III de' Medici, in 1670, alleging "Istruzione e Capitoli da osservarsi nell'educazione dei Signori Paggi rossi", kept in the National Library of Florence.

Michele Zedda, Notes on Leopardi's "antipedagogy".

Leopardi's pedagogy includes a theoretic line of scepticism and pessimism, against official pedagogical points of view. Education produces a wicked man; childhood (the happiest age of life) uses up in exhaustion of the study. Leopardi is in opposition to reason, but he exalts nature, energy and passions. Educational relationship is uncertain because teacher envies young student and bears him a kind of grudge.

Michele Zedda, Leopardi educator of Italians: youth and civil conscience. Notes

Leopardi contributes effectually in education of young Italians, exhorting them to be proud of the past and rebel against foreign yoke. The Author hopes for an

authentic civil and national education. In 1824 he writes a *Discorso* on Italian people faults; this work is a catalogue of weak points on which it's necessary to operate with education.

Franco Cambi, The general pedagogy today: the internal tensions

The text, very brief, notes the actuality of general pedagogy and its physiognomy of a complex and traverse knowledge, critical with the different ambits of educative knowledge.

Franco Cambi, Children's literature: for a complex reading of its textuality (and of the critic)

Children's literature has two main functions: the narrative and the educational. Both are central to the child's mind and both have to be evident in the text, caught in its complex structure. And the critic has to make interpreter of this structure.

Emanuela Caione, Skills, Cultural Areas and Matters. Some notes about the planning of didactics in Monteroni d'Arbia

The development of a literacy about Skills Approach in education involves a general re-thinking of education, in relation to epochal challenges, to a more active and participatory citizenship and to a knowledge linked to people's existential needs and professional too. This work is to assume that skill/competence as a model in education is possible, and it becomes even desirable. Skills become an instrument for the effective exercise of citizenship rights and contribute to enhance the student's ability to make informed and independent choices in many contexts. This paper has three goals: placing the meaning of skill/competence in education, favoring the interpretation of international and local law about lifelong learning, promoting an integration among skills, knowledge and school matters. A training experience aimed to Italian teachers further demonstrates how organize, promote and practice these integrations: so the school is not passive of new social inquiry but is an active lead of cultural change associated with 'skills'.

Maura Di Giacinto, About the history of the relationship between supply and cultural diversity

In the human experience the main values in the supply system are results of strong cultural, economic, social and environmental conditioning and of cultural processes; the act of feeding represents clearly a behavior – language and the single food are the words.

What does it means then, in the third millennium, to support the belief that food is synonym of culture? Does it still make sense to talk about a one supply culture in a always more complex and differentiated background for style of consume and multiethnic composition?

Angela Giustino Vitolo, Interculturality, when? Short notes for a intercultural methodology

Interculture is a task and a challenge of our time. A task of hybridization of cultures. A challenge to autonomy of culture, to build a more plural and more open community. This task and this challenge require, in the educative relationship, a more explicitly "Socratic" process.

Patrizia Picci, Emerging trends on educational research: the mixed methods

In the debate about the quantitative and qualitative methodologies, that marked for many years the research, nowadays there is a new orientation, amenable to the formula of “mixed methods”. It’s not clear if the expression is only an label that masks a generic eclecticism or if it’s an epistemologically founded way to overcome the traditional dichotomy. The actual debate is an occasion to increase awareness and transparency about the researcher’s methodological choice. This text presents a brief panoramic of diffusion of mixed methods in the international scenery, hinting some attempts of systematisation of the different and complex types of inquiry.

Roberto Toscano, Man beyond Mand. Übermensch, Hypermensch, Multimensch: pedagogical hypotheses and 'special' competences in man between the 19th and the 21st centuries. A research outlook

The latest generation of personal devices available on the market consists of devices in cloud mode, devoid of physicalness, and working exclusively online. We are now witnessing the dawn of the post-PC era, in which the individual, by now open source, is undergoing a constant mutation of self resulting in a shared cloud identity. Within such a new world-system, by now a spatio-temporal cyber-limbo governed by a stream of multi-code information, the subject experiences his or her own becoming.

By virtue of such phenomenologies, man, genetically bound to an evolutionary continuum, modifies his own ἀνθρώπος in an unceasing autopoietic process, also thanks to the symbiotic potentials of the new devices. All this in virtue of a hypothetical, eternal optimization of his own status, the source of a different type of man, with a virtually multiple and shared self as well as an unusual trans-identitarian nature, that of the Multimensch, whose aspects are now under study.

In the light of such processes, still in progress, an epistemological reflection is worth undertaking. Aimed at identifying the possible vectors of a pedagogical hypothesis taking into account the consequences on a cognitive and social level of such phenomenologies connoting contemporary man, such reflection results in an attempt to find an answer to the proliferation of non-places and non-times in which each individual today expresses his or her being in and of the world.

This article is a Research Letter on this on-going research outlook, of which I have presented the basic outline from which the study will be developed.