ABSTRACT

Dossier. The School of Florence: 1950-2010. Prospects of a Budget

The authors point out the importance and the actuality of the "School of Florence", from 1950 to 2010.

Anna Antoniazzi, Storytelling and Videogames. An interdisciplinary approach to interactive multimedia models for children

Although scientific literature, since long time, underlines the importance of storytelling and games as essential cognitive and educational moments, current studies and researches are largely resting over a separate analysis of games and storytelling, establishing a hierarchy among them which crowns one or the other likewise from time to time. It is therefore necessary developing and tuning up methods and educational model that will allow us to develop the natural attitude of human mind to place all information inside one context and one set.

Franco Cambi, Be children at the time of Collodi: through Collodi

The texts of Collody make an X-ray of the complexity of childhood in nineteenth century. Above all they point out the characteristics of the versions of popular childhood and bourgeois childhood.

Franco Cambi, The pragmatism in Florence from 1900 to 1980 about. Short notes

Florence had played in twentieth century an important role in the spread of pragmatism in Italy: from Papini and Prezzolini to Codignola, to Borghi and to the pedagogical adventure of "Scuola e città", to Preti who has developed during the years in Florence his more pragmatist text: Praxis ed empirismo (1957).

Franco Cambi, Philosophy of education in Italy, today. Authors and models. I. Mariagrazia Contini: a philosopher of education in the age of Disenchantment

The text starts a study on the models of philosophy of education present today in Italy. Here it's presented en particular the model of Mariagrazia Contini, careful and subtle heir of the problematicism of Bertin.

Cristiano Casalini, Inculturation and Educational Challenge

"Inculturation" is a term introduced in theology by the General Congregation of the Society of Jesus. Fr. Pedro Arrupe S.J. wrote a well-known letter on this topic, gaining for the term "inculturation" a great fortune in Catholic culture and education. Yet, its meaning and importance are usually neglected by educational theorists, who prefer to deal with the concept of "intercultural education". But, even if several catholic theologists have more recently stated that the concept of

interculture is more fertile than that of inculturation, this paper aims at demonstrating the cultural differences between the two concepts and at settling a theoretical framework for an education based on inculturation.

Manuele De Conti, Debating at school: to choose their own educational paith

Using debate as an effective educational tool means choosing a suitable debate format for accomplishing the pedagogical aims we have in mind. Thus, the aim of this paper is to understand how each debate format relates to the competencies it promotes. It is only through knowing how competencies are stimulated by specific rules of debate formats that we are able to make a reasoned and effective choice.

Valerio Ferro Allodola, Social representations and construction of "reflexive" professional identities in psychiatric settings: educational considerations

Social Representations (SR) powerfully involved in the construction of health care professionals, particularly in psychiatric contexts, encouraging - if made out by means of reflective practice - a greater understanding of our socio-cognitive reference systems of reality. Through the latter, in fact, we build our own ideas about health and disease / patient who translate later into behaviors and actions in daily practice.
Analyzing the Theory of Social Representations of Moscovici, the author intends to study the process of 'translation' of the SR in behavior that characterizes the practices of professionals in mental health.

Valeria Friso, The effects of training encountered by workers

Giving voice to workers and reflecting together with privileged witnesses, the article identifies quality elements in evaluation the life-long learning effects in the Italian organizations. In particular, this paper presents about the effects that, according to workers, the life-long learning has for the organization and for their own personal growth. Also it looks at the quality's elements that the training process can provide when workers are involved right from the start.

Mario Gennari, Paideia and polyèdeia in the hellenistic culture

The article of Mario Gennari – full professor at the University of Genoa – is a pedagogical analysis of Hellenism. The concept of "polyèideia" is present in this ancient history and it defines the Greek-classical Koinè, when and where Museion, Bibliothéke and Philologoi are the figures of another educational canon. The ancient question of paideia surfaces in this composite scenery, with its load of complexity.

Silvia Guetta, From peace education to culture of peace: context and issues

The article wants to give some interpretive lines about theories and methodologies of peace education. The peace education is linked at the conflict and violent context and therefore there is not one and unique approach to study and to understand it how to plan research and projects on peace education. The article explains also how to insert within a broader meaning of culture of peace the peace education contribution. Today there is the awareness that every democratic education of quality must involve culture of peace with different approaches integrating human rights and development of mediation and nonviolent tools.

Pietro Maltese, The egemony constituent of Quaderni del carcere by Gramsci

This paper discusses the category of Hegemony in Gramsci's theory and considers it a key to the interpretation of Subjectivity Growth. In Prison Notebooks, indeed, every hegemonic relationship, such as every political relationship, is necessarily a Pedagogic Relationship. Therefore, the studying of Hegemony like a construction device of subjectivity and society, ends by outlining a pedagogic theory, that helps to conceptualize the link between education and politics.

Francesco Mattei, Rousseau by Antoni

Carlo Antoni belongs to the crowded and well-known rank of Croce's followers. While continuing to be grateful to Croce, he starts distancing himself from him in his Commentary to Croce (1955). He thus engages himself in the neo-Natural Law path and forges his own liberal-democratic conception of the society and of the State. Making the curtain between ethics and politics permeable, he tries to draw together, in a dialectical way, these two moments. In this light he reads Rousseau and his concept of "General Will". The Geneva philosopher seems to him a strong link in the theoretical chain of "Ethical state", starting from Hobbes and, through Fichte and Hegel, progressing to Gentile. Antoni's position was not deemed noteworthy by the majority of post-gentilian disciples, but also by the large crowd of the intellectuals once faithful to Actualism and, later on, enthousiast Marxist converts.

Carlo Orefice, Social Representations and pedagogical deconstruction. Analysis of stigma *in mental health*

Starting from a perspective that considers relationship between the individual, the social and the media system as closely interconnected and interactive, we want to check out how, in building collective forms of knowledge and their pedagogical deconstruction, representations of mental suffering have a strategic importance in guiding beliefs and operational strategies of care professionals and of those who daily face it, working with and for it.

According to the Author in fact, thinking about the construction / deconstruction of the stigma in the field of mental health, provides a useful "model" teaching to understand, and bring out, the implicit and the ideological substrates that operate in an unconscious way in the complexity of pedagogical sciences.

Gilberto Scaramuzzo, from theoretical reflection to educational praxis

The article reflects on Aristotle's Poetics, 4.1448 b4-19. It examines how the definition of man as a mimetic animal (b5-9) is underestimated in educational praxis, and then, according to Aristotle, points to mimesis as the core of the understanding/learning processes. Arguing a revaluation of mimesis as necessary to educational praxis, the article presents a project delivered through this principle in a multi-ethnic school context.

Claudia Secci, Adult learning: historical views and theoretical perspectives

An historical path is followed, aimed at identifying the notion of adult learning and its evolution from the ancient times until nowadays. With especial reference to the contemporary age, the concept of learning is considered in relation to the notions of education, lifelong construction of the subject, comprehension and

development, as it appears in some philosophical, pedagogical and psychological perspectives. Particular attention is moreover pinned on the contribution of humanistic psychology and of andragogy.

Giancarla Sola, «That mysterious foundation of our being»: a gloss on Nietzsche's Die Geburt der Trägodie

The article is focused on Nietzsche's work entitled Die Geburt der Trägodie and his aim is to interpret the relationship between the problem of "Ursprüngli-chkeit" and the concept of "Bildung". In other words, the attention is directed at the formation of the human being and his original dimension.

More specifically, the pedagogical analyse is concentrated on the attack that Nietzsche addresses to the modern individual, which nowadays is only the appearance of himself.