

ABSTRACT

Giovanna Campani, Zoran Lapov, What Survival Strategies for Sub-Saharan Migrant Woman? Networking Competences in a Gender-Aware Perspective

The paper focuses on the European LeFamSol Project dedicated to women native to Sub-Saharan Africa. Following its objectives, the Project has developed several practice-oriented pedagogical actions relying on survival strategies, and networking competences coupled with gender awareness. The core idea is to train female African migrants to become “resource persons” for newcomers in order to help them in mobilising their survival strategies in South Europe by facilitating the circulation of information and knowledge on national and transnational levels. This strategic profile is being materialised in “network facilitator”, a professional figure that brings together the tasks of informant, mediator, guide, adviser, interpreter, along with other relevant skills, to be put into practice within activity of network facilitating.

D.Finco, Gender issues in education of brasilian early childhood

The text speaks about some gender issues in education of early childhood in Brasil: a pedagogical point of view about the gender differences on toys, on clothing, but also on experience and expectations.

M. Gennari, Toward a general (separate but unified) method theory

What is a general methodology of science? What is a general theory of method? The article examines the two questions and summarizes the passages that connect – not only in a separate but also in a unified way – recognition, understanding, reasoning and abduction. Then induction, deduction, explanation and interpretation, in order to come finally to the meaning of fact. The general theory of method not divides the natural sciences, but blend them in an unitary project.

Pietro Maltese, Discipline and conformism in the industrialist reflections of Antonio Gramsci

The text examines the contribution of Antonio Gramsci to reflection about the role of discipline and conformism in industrialism.

Maria Teresa Moscato, Religiosity and religious experience in Banfi

The paper reconstructs Antonio Banfi’s ideas and representations about religion and religious thought, on the basis of some texts that he wrote within 1925 and 1940. In the same time, the A. documents the pedagogical thesis of Giovanni Maria Bertin, who was a follower of Banfi, and who also started in Bologna University a pedagogical School, in the first Fifty years. In the Author’s

opinion, Banfi's ideas were very relevant in order to ground religious education from a pedagogical point of view, and Bertin, in his later books, until the middle Seventy years, don't developed totally implied consequences in the Banfi ideas about religiosity.

Michele Zedda, Notes on learning in Leopardi's theory

Leopardi examines very carefully the life of the mind and, particularly, the learning of new contents. The crucial point is the concept of assuefare (to get accustomed), a process conceived as a slow acquisition of new mental habits and shapes. This procedure results in extraordinary outcomes in every realms of life. Leopardi's reflection represents an important contribution to didactics and pedagogy, while emphasizing personal will and practice.

Franco Cambi, Pinocchio with Zarathustra: which relationship between such different anthropological models?

This article compares two text written in the late nineteenth century: *Pinocchio* and *Zarathustra*: both texts, even if they are divergent for what concerns narrative style, are Great Myths of our epoch and contain common significant elements.

Franco Cambi, Childhood iconographies in the "manner workshop"

The history of childhood attributes a significant role to images and especially to iconography in painting. The articles examines the images of Manierism and of Rosso Fiorentino, noting the metamorphosis of cherub and an antinomical view of childhood.

Tommaso Fratini, About domain of fashion

Through a pedagogical lens, this article examines certain characteristics of fashion in an era of the new discontents of civilization. It discusses certain elements of the operation of fashion, especially in relation to the sense of Self and individual identity. The article argues that the current cumbersome place that fashion plays in the lives of individuals has profoundly negative effects on the identity of the contemporary subject. In the last part of the article, a portion is dedicated to the role of education in the face of the relentless pushing of fashion, strongly reaffirming, in accordance with the perspective of critical pedagogy and the model of Self care, a civil position of resistance in the face of the hegemony of prevailing conformism

Elena Mignosi, The body and the Art as formative resources at University: a path through the dance-movement therapy for future educators

Based on a personal experience of workshop with university master's students for over ten years, the article shows how a dance-movement therapy course can quickly open up new existential perspectives, enabling new narrative about one's relationship with the world and increasing reflexive capacity and self-awareness. The students seem to find a way for integrating different parts of themselves, for accepting their difficulties and weaknesses, for reflecting and developing deep contacts, overcoming insecurity and discovering their value and their own creative abilities.

Barbara Todini, Parallelism between Socratic teaching and e-learning

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