

ABSTRACT

Franco Cambi, Philosophers of education as heirs of critical rationalism. Colicchi, Fadda, Xodo and Mortari: four models

The article presents four contemporary Italian philosophers of education, that are inspired by critical rationalism and it points out their critical function.

Franco Cambi, Epochal problems of philosophy of education, today. Technology, posthuman, neuroscience

The article presents three crucial aspects of philosophical research in pedagogy: the role of technology, the post-human, the relation with neurosciences. These aspects should be rethought critically, always.

Franco Cambi, Toward an intercultural pedagogy

The intercultural pedagogy has an ontological horizon, that is defined in this article by a complex net of ontological categories. The function of ontology isn't only constitutive, but also (and especially) regulative.

Giovanna Campani, Intercultural curriculum in neo-nationalist Europe

The article presents the models of the intercultural curriculum in Europe, today; it points out that explicit intercultural curricula are not part of the mainstream European education systems. The author denounces also the attack to multiculturalism done by some European governments.

Angela De Piano, Didattica per studenti con disabilità visiva: una lezione multimediale di "Metodologia della Riabilitazione"

This research was born with the aim of improving the logistical and educational support for university students who are visually impaired. For this purpose it has been developed a prototype of multimedia lesson concerning the field of Physical Therapy. The prototype has been tested on a representative sample of visually impaired students of the University of Firenze. Below I would like to present a description of the phases of this research, from the planning to the doing.

Tommaso Fratini, Resilience: light and shadow of a current construct

The article conducts a critical reading of the concept of resilience, discussing the implications for pedagogy. In the first part of the work, after reviewing the origins of the concept of resilience in evolutionary studies on risk and protection factors in the life cycle, the original psychoanalytic matrix is put into place, which extends the concept of coping and defense mechanisms. In the second

part of the work, the pedagogical value of the concept of resilience is discussed within a critical view of adaptation and social change. This is expressed within a model of critical pedagogy already well defined and aimed at enhancing the significance of resistance against the social pathologies of our time, such as the basis of educational action in a particularly democratic and valuable sense.

Mario Gennari, The origin of Bildung

The article considers the question of Bildung as it has been interpreted in the medieval history. The analysis therefore moves off from the tradition of Plato and Platonism of Aristotele and Aristotelism to Meister Eckhart. In this respect, the concept of Bildung is introduced through a lens of German mysticism and with a close examination of the Latin language jointly the *Mittelhochdeutsch*. The result is a work around the birth of Bildung in the Christian and medieval culture, in a particular manner inside Eckhart's German language orientated to the idea of divine self-formation.

Marcia Aparecida Gobbi, Imagination, cultura and designs as documentary source for girls and boys of the Brazilian Childhood Education

This article presents aspects of imagination and culture of Brazilian girls and boys of Sao Paulo childhood education from some of his drawings. In dialogue with studies of sociology and anthropology it is considered that the drawings are documentary sources and expressions of childhood imagination.

Marta Ilardo, The "educational event": a pedagogical glance to the "independent thought" of Hannah Arendt

The article aims at seeking the possible connection between Hannah Arendt's thought and a few categories of the "pedagogical problematicism". Key Concepts like Evil, Action and "Vita Activa" are investigated in relation to the "educational event" and its implications for the pedagogical reflection.

Daniele Martinez, Gramsci and the moviment of new education

This paper traces the considerations of Gramsci about the New Education Movement. We have analyzed the relationships between the Educational Activism and the Gramsci's work. In particular we evaluated similarities and differences with the Pragmatism of Dewey, with the Educational Spontaneism, inspired by the tradition of Rousseau, and with the Italian Neo-idealist Pedagogy represented by the figure of Lombardo Radice. In conclusion, in the history of the italian school after the Second World War, we examined the meaning of the position of Gramsci and Educational Activism.

Luana Salvarani, The didactics of passions. Peculiarities and paradoxes of Jesuit theatre of the origins

The article considers the pedagogical function of the Jesuit theatre of the origins. Speaching about the "didactics of passions", the article catches the significant role of theatre to "show" and to "form" passions.

Laura Cristina Pizzi, Glenda Galeotti, Multicultural curriculum and intercultural communication skills of teachers: Reflections from the Brazilian case

This article proposes a reflection on multicultural curriculum in Brazil and its implications in the relationship between education, identity and citizenship. From these considerations, the reflection continues on the training of teachers working in multicultural contexts, with a specific focus on their intercultural communicative skills. The analysis relies, in particular, on the contributions of cultural and postcolonial pedagogical framework in which, from its origin in the Anglo-Saxon context, engage in unmask hegemonic tendencies of certain policies, models and educational practices, which for years have been prevailing in the contexts of formal education.