

Abstract

Franco Cambi, *Del dono... in educazione*

The text deals with the theme of gift from the point of view of the pedagogical paradigm of “cura sui” as an “arms” of the educator: both as a community ethics and as an action in the relationship.

Maurizio Fabbri, *Il giro di vite. Essere al bivio di fronte ai doni del tempo e della storia*

The article the theme of gift in a complex and globalized society: the author deals with the logic of reciprocity and conviviality, by in political and democratic point of view.

Anna Kaiser, *Per una pedagogia del dono*

The act of giving, in a pedagogical point of view, interlaces often with the act of giving himself and with the free and responsible will of encountering the other by his humanity. The main characteristic of giving is the gratuitousness: the human being can be educated aim for freedom and generosity about being able to give and give himself without fee. He who instead receives the gift had to be grateful: the gratification takes shape as an essential element in the educational life of the subject.

Paolo Mottana, *Un'educazione fondata sulla restituzione*

To an education policy increasingly subject to the rules imposed by market, production and competition expectations, I mean to counteract a policy of restitution, such as the commitment to protect every young person from the pressure of exploitation and to reward it through the preparation of vivid, intense, meaningful experiences, aware that only the gift, in its broadest sense, can repay the human singularity of the inevitable limitations and wounds that every “existence” (Dasein) entails.

Davide Capperucci, *Prove del Servizio Nazionale di valutazione e apprendimento della matematica: migliorare le performance della scuola primaria a partire dai risultati*

This paper investigates to what extent the educational system and school results can be used to promote self-assessment processes designed to improve pupils' performances. It present the design, structure and frameworks used in the National Evaluation Service mathematics tests for primary school developed by INVALSI. The objective of this study is to highlight the strengths and weaknesses related to data processing and reporting, so as to increase the validity and reliability of the assessment procedures and tests. The results of this evidence-based research can be used by schools for formative assessment and to redefine the effectiveness of their teaching practices.

Cosimo Costa, *Il come di una ermeneusi pedagogica. Dialogo e metodo per comprendere l'altro*

With the intent to understand pedagogical hermeneutics is capable to create a proper connection with school, tradition, dialogue and is therefore able to avoid the risks of de-formation and in-formation, this article looks into two schools of thoughts: those of Gadamer and Betti. In the context of education to sensitivity and recovery of tradition, the philosophical hermeneutics of these two authors provides a methodology for an ethically and theoretically-based educational dialogue, able to “stimulate” consciousness and responsibility in those who “choose” to face, confront and meet the other.

Sabbiana Cunsolo, *Subjective wellbeing during adolescence: a literature review on key factors relating to adolescent's subjective wellbeing and education outcomes*

Adolescence is a critical period of development, in which teenagers are continuously changing mentally, physically, and psychologically. They are learning more about the world and trying to strive for both parental independence and inclusion in social groups. The present paper covers recent literature on subjective wellbeing (SWB) among adolescents, aimed at measuring their emotional and retrospective cognitive evaluations of their own lives and identifying key factors that relate to SWB. Evidence shows the importance of the social dimension of life in shaping adolescent SWB. Parenting support, school contexts and school connectedness are among the most significant predictors of academic achievement and SWB.

Elena Falaschi, *Il benessere come bene comune. Una forte coscienza filosofica e un fondato impegno pedagogico*

The well-being is constituted today as a common good to be protected and to be supported, in all contexts and in all stages of life. The reference to the philosophical conscience, to the pedagogical engagement and to the political responsibility are an valid and effective “integrated system” to ensure to all the internalization of meanings, the opportunity of aware choices, the investment in future projects in the direction of well-being.

Saverio Fontani, *Didattica Speciale per le Disabilità Comunicative: il Potere della Comunicazione secondo Janice Light*

The Augmentative and Alternative Communication (AAC) is an assistive technology which can compensate the communication deficits associated with various developmental disabilities. In this paper the theoretical background of the approach is presented, with emphasis on the prototypical contributions of J. Light, and the opportunities for the Special Education of students with complex communicative needs are discussed.

Silvia Guetta, *Educare i minori non accompagnati: uno sguardo su un'esperienza del secondo dopoguerra*

Looking at young immigrants coming to Italy alone from war and famine zones and human rights violations, the article seeks to put forward a number of ideas for consideration by presenting how Reuven Feuerstein, in a totally different condition and situation, programmed high quality educational experiences for unaccompanied minors. With reference to current rules regarding this particular type of immigrants, the article examines the need of clear measures

of educational planning to ensure individuals' wellbeing and future of social implementation to involve the whole citizen body.

Zoran Lapov, *A proposito della diversità: essere alunni sud-asiatici nella società italiana*

Placed at the intersection between pedagogy, anthropology and migration studies, the paper is a part of a broader research work on diversity in school and society: delving into the trans-continental experience of South Asian communities, it sheds light on some aspects characterising the sociocultural baggage of the South Asian pupils attending Italian school. In the assortment of situations that can be met in a pre-sent-day multicultural classroom, it was chosen to focus a particular attention on linguistic plurality being it one of main dimensions describing the sociocultural diversity of South Asian pupils both in their sending and receiving contexts. Thereby, the paper is interested in promoting the debate on diversity in school and society in an intercultural perspective, as well as in contributing to the research on South Asian communities in Italy.

Roberto Leher, Paolo Vittoria, Vania Motta, *L'invasione del neoliberismo nelle politiche educative e le possibilità di resistenza: uno sguardo dal Brasile*

The article presents, in a schematic way, the context of the conjuncture in which the new orientations for the education take place in Brazil. It discusses the main alternations in policies for basic and higher education in the context of the neoconservative offensive that leads to a process of intensification of the commodification of education amid political and economic crises. The possibilities of resistance at national and international level. Possibilities of resistance unveiling the false neutrality of education.

Chiara Lepri, *Where Play and Poetic Word Meet as a Generation Device: a few Reflections*

There is a link between the experience of the Anglo-Saxon nonsense by Lear and Carroll, literary surrealist experimentation, and poetry for children by Rodari onwards. Word becomes playful and close to feeling childish: one could say that it mimics a primitive language that pursues more phonetic associations rather than sense, until it generates semantic disorientation and surprise, as well as comedy and entertainment through the transgression of formally shared codes. Word thus conceived (and played, using various reconstruction and decomposition techniques) takes on an extraordinary poetic power and encourages interpretative work of an ever new reality.

Riccardo Mancini, *Verso una pedagogia olistica. Riflessioni preliminari*

Social and scientific evolution has led always more markedly to a significant metamorphosis of humanism. Not by chance the idea of humanitas - so dear to pedagogical literature and clearly of Christian imprint - has always detected and established absolute values on which to build individual and collective dignity and identities. In this sense, it seems necessary to establish new horizons, to build a humanism able to respect, at the same time, the Singularity. A new humanism where every human being has the right to expand its deterministic complexity, such as to make significant, and often necessary, its distinction. The holism is characterized as multifactorial knowledge, capable of not neglecting any human peculiarity, as it owns and promotes the unity in the multiplicity. A sort of Plotinian education but, however, careful not to become itself only a commemorative and celebratory figure.

Paola Martino, *Living with Others. Living like Others. An ethical basis for intercultural education*

The Other, both guest and stranger, is what undermines the granitic concept of our reassuring identity, questions it, upsets its order and infects it by putting it on its own edge. Exactly like the encounter with the stranger, education opens up the possibility for us to be or not to be an Other, it is the process by which we recognise ourselves as identity stateless individuals. Through the phenomenological analysis of Max Scheler, who, in contrast to every theoreticism of a solitary ego, sets the origin of the Other's existence in the interpersonal sphere of the we (egoità-tuità), leading to an ethical re-foundation capable of exalting the emotional dimension in the definition of value (emotional apriorism), an attempt will be made to identify a possible ethical basis for intercultural education.

Elena Mignosi, *Intersoggettività e "prospettiva in seconda persona": una nuova cornice sulle relazioni educative nei nidi d'infanzia*

The article reflects on kindergartens' specificity, focusing on the intersubjective perspective. By this perspective, the development and the construction of the Self can't be separated from the perception of the "other" and it is a process working, since birth, through an "embodied relationship". According to the infant research and the neurosciences studies, the article analyzes the quality of the relationships between adults and children and explores how it can affect personality development, self-image, and learning processes. Finally, the professional skills necessary for educators in kindergartens are deepened, looking at the needs of the children during their first years.

Elena Mignosi, *Riflettere per formare cittadini riflessivi: specificità della formazione dei formatori*

The article deals with the theme of reflexivity in learning processes, considering reflexivity as a thinking activity about our own actions and about ourselves in relation with our own actions. In particular, it focuses on the training of trainers and educators, analyzing the specificity and the importance of "learning by experience" not only in initial training, but also during the in-service training and during working practices. In this sense the article also tackles the theme of "situated learning" (specifying the meaning of "context" in an ecological and systemic perspective) and the concept of "community of practices". Consequently, the working group and its relevant function in the educational institutions are also deepened.

Romina Nesti, *Dire fare... baciare! Emozionarsi giocando*

This paper promotes reflections about game as tool of emotional education. The game is search of emotions, emotions that only in the game express themselves, emotions that only in the game can be lived without fear. The paper focuses on the role of the adult and the design of the game environment.

Romina Nesti, *Il MOOC incontra la Gamification. Riflessioni su un'esperienza di progettazione di un MOOC su piattaforma EMMA*

This paper derives from the analysis and the reflections emerged after the MOOC "Gamification in education. New ways to learn" in EMMA platform during winter 2016.

Andrés Palma Valenzuela, *Education en valores y ciencias sociales*

In order to enrich the debate about teachers' formation, there is a need to improve the education in values (EiV) from the perspective of a Social Sciences' didactic (SSCI), exploring for this purpose its mutual implications. Being aware of the difficulties that may arise from the concept of value and its inclusion in the syllabus, we assume such challenge in order to achieve, as a response to these deficiencies, five goals: rediscovering the curricular contents in the process of teaching SSCI as an area of attitudinal learning that includes the EiV; valuing the difficulty of defining and pin-pointing values in the syllabus; discovering the EiV as a requirement in this area; out-lining proposals for attitudes and competencies in EiV that can be assumed in the didactic process and establishing a direct connection between contents and activities of EiV within the frame of SSCI.

Michele Zedda, *La pedagogia di Leopardi e la matrice recanatese. Annotazioni*

Leopardi's pedagogical ideas are influenced by cultural milieu of Recanati. Leopardi opposes this little, narrow reality, but there he also observes humanity (children in particular), with theoretical outcome. The context of Recanati is fundamental in examining Leopardi's pedagogy.

Franco Cambi, *De Amicis et "Cuore": pour la formation de la conscience nationale dans l'école primaire. Quelques notes*

The article studies the Italian literary author Edmondo De Amicis and his novel *Cuore*: this book can show the relevant role of primary school in building the national awareness and it can be read by a pedagogical point of view.