ABSTRACT

Mauro Ceruti, La scuola e le sfide della complessità

The fragmentation of knowledge, information and experience is a major ob-stacle to formulat-ing and understanding the problems. Therefore, integrating what is fragmented is an unavoid-able educational challenge. Pursuing the integration of knowledge and experience is a main cul-tural challenge for school education. The aim is to foster a complex, multi-dimensional knowl-edge, which is appropriate to deal with the complexity and multi-dimensionality of objects of knowledge and problems character-izing the new global human condition.

Franco Cambi, Quale scuola per il XXI secolo? Un'identità possibile

Which kind of school can and must work for the social and cultural transfor-mations in effect? School should be democratic, open, critical and educational. This school has some challenges and tasks that should be re achieve: the knowledge more sophisticated, formae mentis more plural and dialectical, the self-care more important for every subjects.

Franco Cambi, Rileggendo Alice: la complessità e la sofisticazione di un "classico"

The article develops a complex and critical lecture of the Carrol's text, illumi-nated by the rich bibliography that about Alice is filled, claiming a sophisticated lecture.

Emma Beseghi, Il sogno di Alice

Alice in Wonderland, published in 1865, is 150 years old and continues to be one of the most popular masterpieces that is appreciated by children and adults. The ar-ticle explores the pol-ysemy of the text, its fine hermeneutical approaches, the symbolic ramifications of its visual reinterpretations – especially in the illustrations. This novel continues to fuel our imagery and, at same time, it continues to discuss the biographers of Carroll on the complex personality of this author. In particular, the article emphasiz-es the original and unexpected turn that Alice in Wonderland gave to children's litera-ture, through the storytelling of a point of view – "another look" – that definitely be-longs to childhood.

Stefano Calabrese, Alice, incorreggibilmente contro fattuale

The hypothesis formulated by Simon Baron-Cohen and his collaborators on the onset of autis-tic syndromes and their link with an excess of the so-called S brain is reflected in the work of Lewis Carroll, a formal logic and mathematics professor deeply inclined to visual and spatial descriptions, interested in affordances and systemic circuits, and devoid of empathic tendencies in creating his characters. In the future, this finding may serve as a test for predicting autism spectrum disorders and support the elaboration of narrative artefact for therapeutic purposes in relation to people with autism.

Leonardo Acone, I suoni attraverso lo specchio. Orizzonti coreutico-musicali di Alice

This essay aims at investigating the sounds and the musical spectrum con-tained in the two novels by Lewis Carroll. For this purpose two complementary yet dis-tinct research directions will be followed , also considering the great number of solicita-tions these texts offer. On one hand an analysis of music and sounds inside the narra-tion, identified as key elements with-in the relationship reality/imagination , will be car-ried out. On the other the focus will be on those composers who have transformed, in the years, Alice's wonderful adventures into music masterpieces such as operas, ballets, orchestral suites and instrumental songs.

Chiara Lepri, Poetiche del nonsense: l'esempio del Jabberwocky

This paper deepens the nonsense poetry theme with a specific reference to Jabberwocky's poem, in Lewis Carroll's Through the Looking Glass (1871) and the crea-tive use of portman-teau-words. It emerges that nonsense poetry is not just a reverie, but one of the many profiles with which children's literature is still expressing today with significant results on the ludic and aesthetic level. This concerns the pedagogical investigation as it is an effective opportunity to redefine the experience from the unu-sual, from the possible and – utopically – from the impossible.

Maria Teresa Trisciuzzi, Tea Time at Wonderland. Domestic models and family rela-tionships over the looking glass

The character of Alice, the English "dream child" of the second half of the 19th century, was born from the fantasy of Charles Lutwidge Dodgson, best known with the nom de plume Lewis Carroll. In her travels Alice does not look for a new fam-ily to substitute hers, but for her own freedom of being and knowing herself through an initiation path. Alice – Alice's Adventures in Wonderland (1865) and Through the Looking-Glass and What Alice Found (1871) – is a masterpiece of nonsense only on its surface, because actually it has an underground, which makes it able to see from a child's point of view and to understand what being a child means in a world ruled by petulant, unreliable and rude adults. Alice represents the great metaphor of the escape; she leaves her family through escaping to somewhere else, which brings her to an inner adventure in the depths of being. In the novels of Carroll the reader can find everyday life themes, such as the domesticity, being a mother and taking care, but in an up-side-down and paradoxical way.

Stefania Carioli, Metamorfica Alice. L'originale di Lewis Carroll dalla stampa al digitale

In the book apps considered in this essay, Alice in Wonderland has been ani-mated and made interactive to offer an audience of young readers a literary master-piece. I wonder if reading digital texts like this, that maintain the stylistic value of the original texts and that offer a play-ful insight into narrativity, can help young readers build a positive relationship with the literary classics.

Chiara Castellani, Carroll e Tenniel: le immagini di Alice

The intent of this paper is to explore the importance of the images in Carroll's work and the increase in meaning they bring to the written text. Therefore, some illus-trations by Carroll in the manuscript Alice's Adventures Under Ground and others by Tenniel in Alice's Adventures

in Wonderland are analysed, focusing on the similarities and differences between the author/artist and his illustrator.

Mario Genari, Verum

Moving from its title, the article presents the need to conduct philosophical and pedagogical discourse to the clarity and the terminological distinction between verum, likely, falsum and truth. This in the scientific discourse as much as in the everyday speech. To realize this, the article first of all ana-lyzes the categories of Wertfreiheit (avalutativity), Wahrheit (truth) and Dasein (be-here). This triggers a relationship between social sciences and pedagogical sciences, metaphysics, ontology and general peda-gogy, as well as between hermeneutics and humanistic pedagogy. In light of this, the contribution pre-sents, in all its problematic dimension, the question of "aletica" of the life.

Marina Barioglio, Culture simboliche e formazione. Le pratiche immaginali per le professioni sanitarie

Health Pedagogy is nowadays deeply contaminated by the ideas that psycho-logical, social, and economic disciplines offer of its great topics. This has the great ad-vantage to assure clear reference and useful operative protocols helping who works in sanitary services. But often the trend is to abuse of technical categories and languages reducing the sensibility of professionals. This essay shows how the approach of Imaginal Pedagogy uses symbolic art to enrich the educational and therapeutic imaginary of sanitary professionals and to increase their imaginative attitude.

Alberto Binazzi, Natura dei modelli mentali e implicazioni categoriali: un'introduzione

Mental models theory by Johnson-Laird is a theory of mind devoted to offer a uniform image of mental processes within the framework of classical cognitivism. Applied to the study of deductive competence, it has shown to have a particular predic-tive capability, thanks to the development of computer programs able to simulate actu-al performances of human beings in solving logical problems. The present paper aims at updating the debate on the nature of Johnson-Laird's mental models by analysing their relation with mathematical notions relevant for logical enquiry. Links among algebraic properties of logical connectives, perception patterns and topology are examined. We will also explore some connections between group theory and graph theory with mental models and propose some implications of Category Theory for potential applications to cognitive science and education.

Francesco Bossio, Percorsi esistenziali e dinamiche educative nella senescenza. L'autobiografia come ermeneutica formativa 165

Human formation is a pivotal category of pedagogical thought: the educa-tional process - understood in a broad sense as both intentional educational actions and spontaneous existential events - activates the dialectic of training in order to lead the subject to the conquest of a proper human dimension of existence. Each season of life has its own peculiarities and characteristics. The last age, the senescence, represents the end of the entire path, in which the elderly can complete with the last brushstrokes the symbolically canvas (perhaps a chef d'oeuvre) representing the whole course of his ex-istence.

Valeria Caggiano, Andrea Bellezza, Vincenzo A. Piccione, Entrepreneurial university as innovation driver: the Salamanca Summer School case

The aim of this work is to analyse, by a mixed research method, the positive impact of innovative education actions, with a specific focus on the Salamanca Summer School case study. In additions to that, this contribution will further strengthen the literature which confirms the educational and pro-fessional impact of innovation-oriented practices, if placed at the core of research and didactics. We will show through different focus groups and questionnaires to a sample of students, teachers and entrepre-neurs, how the Universities "third mission" entrepre-neurial vocation and its relationship with didactics are well conveyed in the innovative educational experience held at University of Salamanca. A deeper insight is achieved both by using the above said instruments - before and after the experience - and by commenting the action impact. The answers provided are discussed in light of the need for an entrepre-neurial paradigm implementation at the university level, as recommended by the "third mission".

Francesco Cappa, Temporalità e ritmicità nell'esperienza formativa

Time represents both a crucial concept to interpret one's own experience and a taken-for-granted dimension of everyday life. These intertwined aspects impact indi-vidual and collective actions: time remains essentially a locus of power dynamics, that's why it must be understood and studied as a 'dispositive' and it needs a deep analysis from a pedagogical perspective. There is no doubt that people's experience of temporal alienation and temporal habitus espressed in different forms of living and acting, had to be questioned from an educational point of view. This paper provides a focusing analysis of the relationship between educational temporality and rhythms of the peda-gogical processes exploring a possible perspective of a genealogy of formative tempo-rality to develop a rethinking of emancipation and some forms of organization that af-fect autonomy and agency.

Davide Capperucci, English Language Teaching and Learning in Primary School. Theo-retical and Methodological Perspectives

This paper focuses specifically on the development of design and teaching competences for pre-service and in-service EFL teachers in primary school which is con-sidered as an essential aspect of the professionalism of teachers. According to the na-tional and international litera-ture, it addresses some epistemological and methodologi-cal aspects of EFL curriculum design with particular reference to how this is dealt with in the Italian school system, even though most of the reflections and methodological proposals that are here presented may be useful for any school system.

Rossella Certini, Autobiografia e letteratura per ragazzi. Tre grandi autori si raccontano

The essay tells about the autobiography of three authors for childhood: Mark Twain, Rudyard Kipling e Roald Dahl. Autobiographies are not used here as educational or "take care" tools ut they are used as tools to interpret the novel for children and teens. They bind author and read-er, within the narrative link, crucial to understanding the contents of the stories. They are full of writer's experiences, emotions, affections, fears, thieves, names, faces... These are elements that enrich the story and tell us some-thing more about the author's motivations. Autobiogra-phies make the works of the au-thors more appealing and interesting. An erratic autobiography, a read autobiography, and a cultured for boys (Boy). The essay offers diverse and diversified

perspectives for crossing the most famous works of the three authors who, starting from their existential "adventures", interweave the intense work of narrative and writing.

Rossella Certini, I contributi delle scienze umane all'interpretazione della fiaba: dall'antropologia alla psicoanalisi… con tracce filosofiche   231

The tale has undeniable anthropologic and psychoanalytic connotations. The contribution of human sciences about tales symbolism is acknowledged, but it always needs to be defined and thought again. Starting with the classic texts by Vladimir Propp, Bruno Bettelheim, Carl G. Jung, Marie-Louise Von Franz, the essay addresses the typical themes of this narrative tipology: the historical and archetypal origins of the tale, its characters and its adventure sites, the intrapsychic implications that make it a hermeneutic instrument for better interpreting the existential needs of the reader (and the writer). In the final part of the essay, an original note linked to the philosophical re-flection of Soren Kierkegaard. Very young, the Danish philosopher has come up with an essay on art to tell the tales, where he emphasizes the importance to link the child to the poetic vision of the narration. These positions and authors are interpreted in a pedagogical way.

Giuseppe De Simone, Anna Cuozzo, Alessandra Gargano, Nadia Carlomagno, Il progetto EDUFARM. Connubio tra Università e fattorie didattiche 239

The theory of action and enactivism make possible to get back the attention on doing, on body and on thinking, beloved to the activist tradition. Especially, the lab didactics has its roots in New Education, which is at the bottom of pedagogical activism that sees a revolution in the educational relationship in the puerocentric paradigm, in which the child becomes the active protagonist of the educational process and not a simple adult action's passive receiver. Towards, the didactic farm is redefining its role in the educational system to lead to the development of didactic laboratory in educational practice. The educational value of this pedagogical place can be traced back to three main ideas: the active pedagogy of learning by doing; direct contact with animals and plants in their natural environment: it allows visitors to acquire knowledge and skills that cannot be learned in urban context; the sensory stimulation of a rich environment that makes the child protagonist of their knowledge. With the Edufarm research project we wanted to build a laboratory course with didactic farm as setting and learning by doing as the whole project's "red thread".

Cosimo Di Bari, L'infanzia rappresentata dai genitori nei social network: riflessioni pedagogiche sullo sharenting

The article deals pedagogically with the theme of sharenting: many parents have the habit of posting images of their children on social network and this practice produces a series of dangers, as the studies of various disciplinary fields (psychology, so-ciology, law, etc.) have underline. The point of view of Media Education can widen the debate and it can promote information and sensitization between parents about risks and opportunities of sharenting.

Damiano Felini, Filippo Maria De Santis e l'educazione cinematografica. Marxismo, educazione permanente, contrastività

The works of Filippo Maria De Sanctis (1926-1989) on film education repre-sent an original contribution in the landscape of media pedagogy, Marxist and other-wise, of the 1960s and

1970s. The article first outlines the main leans in screen educa-tion of the time, before it recon-structs De Sanctis' contribution in this area, connecting it to the other core topic of his work (for which he is best remembered today): lifelong learning. In doing so, the article focuses on the method of post-film discussion, used in the context of both film clubs and schools. Criti-cally analyzing De Sanctis' media ped-agogy, the article reveals, beyond the originality of the author, interesting insights re-garding the historical evolution of the field, such as the problem-atic theorization of the inoculation/protectionist model, and the end of the orientation aimed at the aesthetic development of the human subject.

Soledad Fernàndez-Inglès, Encuentros y desencuentros pedagógicos en la educación artística

The present work analyses the effort made by different National and interna-tional Organiza-tions united in the common front for the artistic improvement, its progress and repercussions on the teaching of the different levels of education. For many decades, the European Parlia-ment works in the context of the educational action raising the values 'flag like peace, harmony and tolerance to make it to a fairest society. The Parliament considers that the artistic education is a good path as a social inclusion's accelerator and a instrument supplier necessary to work on otherness, since increases creativity and, with that, the acquisition of abilities to innovation, very important for the European Union's competitiveness and development. Although Institu-tions and different Organizations have been providing many recommendations since the eight-ies of last century, the teaching field has barely transformed due to its complexity. It is in-tuited that this type of teaching promotes creativity, critical thinking and social and behavioral abili-ties, but what syllabus does the formal education need to follow and what pedagogical resourc-es have to be adopted in order to develop these abilities? May-be the answer comes from the visual culture field, but for this the future teaching edu-cation has to be of quality, as well as continued in time.

Fausto Finazzi, Riflessioni sul curricolo a partire da Dewey. Qualche nota educativa

In his pedagogical reflections, Dewey paid considerable attention to the cur-riculum as a means for the schools to accomplish progressive education. On several oc-casions he dealt with this subject in his writings, especially to compare traditional edu-cation to the educational model, with all its features, which he upheld. His directions have not always been correctly grasped for various reasons. This paper intends to clarify his message on these issues, first of all presenting some of the principles about school maintained by him, secondly focusing on the problems that a curriculum involves in his opinion and eventually putting forward a possible interpretative solution of some implicit meanings of Dewey's message.

Alberto Fornasari, Young people and active citizenship. What perception of labor unions in adolescents from Puglia? An empirical investigation

The issue of political participation of young people and active citizenship has been the subject of debates, research and studies in recent decades. The crisis of trust in politics in recent years had a significant impact even in those intermediate institutions, such as labor unions, once more attractive for all those young people passing from school to the world of the work. How-ever, how much do young people know about the reality of labor unions? How do teenagers from Puglia perceive such unions today? How can we attract young people for active citizen-ship also through their involvement in labor unions? The empirical research carried out on a

sample of one thousand stu-dents from Puglia of upper secondary school, tried to answer these questions.

Giuliano Franceschini, Didattica generale e valutazione espansa: aspetti epistemologici e metodologici

The article describes three approaches to scholastic evaluation: docimological, formative and organizational. The aim is to link the various forms of evaluation to the curriculum building from the point of view of general teaching, with particular atten-tion to the methodological and epistemological aspects.

Tommaso Fratini, Adolescenza e disabilità: alcune annotazioni

The article deals with some considerations on adolescence in disability, in re-lation to the new per-spective of social inclusion. In this regard, both the full recogni-tion and the right of the disa-bled person to have adolescence are included, as well as a differentiation of the implications of this phase of life in relation to the various forms of disability. Arguments on forms of disability with and without cognitive deficits are discussed, emphasizing the importance for the disabled teenager, for the purpose of his or her growth and maturation path, to develop secure attachment modes and rebel against the dictates of society and the culture of narcissism. In this light, the article clos-es with a pedagogical reflection on the concept of social inclusion, not as a mere acquiescent adap-tation, but in relation to the need to implant new forms of a more solid social cohabitation.

Maria Grazia Lombardi, Spazi pedagogici nell'incontro con l'altro

This work analyzes the theme of intercultural education through the peda-gogical category of the possible utopia which, in the intercultural educational reflection, necessarily refers to the idea of pedagogical space. In this direction the reflections move from a fundamental question. What is the pedagogical space of intercultural education? So what is the educational space of the meeting with each other? It is through this ques-tion that work moves from the hypothesis that pedagogical spaces in the meeting with each other can create that one and only humanity, pedagogically meant uniqueness, as the uniqueness of human rights.

Maria Rita Mancaniello, La professionalità educativa in ambito penitenziario. L'Educato-re e il suo ruolo pedagogico

The role of the educator in the penitentiary context is central to making the principle of impris-onment as rehabilitative in accordance with Art. 27 of the Italian Constitution. Difficult and complex role, that demands a strong pedagogical compe-tence and must aim at the design of a new existence. An educational project that re-quires you to focus on the relationship between educator and person in custody and that focuses on the process of change the subject and its potential autopoietic.

Immacolata Messuri, Progettualità utopica e identità lavorative

The text deals with the theme of professional skills from the point of view of training and coun-seling, and the utopia topic as the commitment to protect to the rules imposed by political and economic crises. Evidence shows the importance of projects like process by which we recognise ourselves in the direction of well-being.

Marcella Terrusi, Eterni, fanciulli, alati: neotenia e leggerezza di classici angelici della letteratura per l'infanzia

Children's literature is rich in carachters that share a common light and winged destiny. Between them classic icons as Peter Pan, The Little Prince, Cosimo Piovasco di Rondò, Mary Poppins, Nils Holgersson, Viperetta. Referring to the concept of neotenia and the junghian archetype of Puer Aeternus the essay proposes a reflection about symbols and metaphors of childhood and lightness as combined in those classics. The neverending dialectic among Puer and Senex, the perspective of the Lightness as lirical quality are the keywords of this work.

Franco Cambi, La pedagogia come sapere oggi: statuto epistemico e paradigma educativo

Pedagogy should rethink about itself, steadily, in its being science. Pedagogy is a complex science, as John Dewey suggests, but i salso a science with a strong critical consciousness that is active in all its think/act. It is also a critical pedagogy that has not only an epistemological role, but also has a innovative and utopical function.