

## Abstracts

Giovanni Filoramo, *Le religioni come sistemi educativi*

Starting from a concrete historical example provided by an important Tibetan monastic order, the Dge lugs pa, founded at the beginning of the fifteenth century near Lhasa by the Tibetan Buddhist monk Tsong kha pa (1357-1419), the report examines some aspects of the educational systems typical of religions such as institutional modalities, the centrality of the relationship between teacher and disciple, the construction of a religious person.

**Keywords:** Religion, Education, Training, Tradition.

Salvatore Natoli, *Saggezza ed educazione*

Our time appears to be dominated by an ethics without virtue, by a disorientation. But in order not to give in to the passions and the dissolution of identities, virtue must become the law that everyone has to himself. Virtue as a source of wisdom.

**Keywords:** Virtue, Desire, Society, Wisdom.

Pier Cesare Rivoltella, *Pedagogia e razionalità scientifiche*

The article aims to re-think the epistemology of Education as a research field in dialogue with other scientific rationalities. First, Education is based on a double dialectic: inside, between its philosophic and didactic orientation; outside, with some contemporary sciences, such as neuroscience and technology. On the second hand, its epistemology is an epistemology “of the borders”, mainly in relation with psychology and organization. Finally, from the point of view of the method, it has to consider the challenges coming from Evidence Based Education trying to imagine new mixed methods solutions for its own research.

**Keywords:** Epistemology of Education, Neuroscience, Evidence-based Education.

Giuseppe Tognon, *La pedagogia è una? Riflessioni sul pluralismo e l'universalismo pedagogici*

The real question of the pedagogue of the 21st century is no longer the theoretical foundation of pedagogy. Pedagogy should rather ask if the living man still wants to be a universal model or if this model has to be outsourced, entrusted to the machines, to data, to the planning of events. Faced with pragmatic or epistemological reductionism, pedagogical pluralism shifts the attention to the act of desiring, which cannot be satisfied by any single object of desire. Desire is always fragile and corruptible, and in order to fulfill its positive function, it requires to be educated, to be interpreted culturally and emotionally.

**Keywords:** Pedagogy, Pluralism, Universalism, Humanism, Life.

José Luis Corzo, *Lorenzo Milani entre fe cristiana y escuela. ¿Una teología de la educación?*

In his *Pastoral Experiences* (1958) Milani elaborated an authentic theology (pastoral) of education: he did not intend to apply the Christian doctrine to his parishioners, but to discover the living and present God among them. Later in Barbiana, Milani has secularized the parochial need for that fundamental cultural equality: the school is an “eighth sacrament”, a mediation in our encounter with the other, with the beauty of art or nature, with the good itself. Don Milani indicated this new humanizing dimension of the school: instruction deals with learning, education with the development of one’s own humanity, with maturing as a person.

**Keywords:** School, Education, Theology, Instruction.

Amelia Broccoli, *Linguaggio morale e cura delle parole*

The article focuses on the risks that language runs, especially the moral one, when it is invaded by the rhetoric of emotions. When the emotional tonalization of the discourse prevails over the care of meaning, in communication a dangerous self-referential circuit is nourished and, as Heidegger already warns, the word’s departure from its original entity is produced. Recovering isomorphism between words and things, as Wittgenstein wished, through the clarification of language and the appropriate use of saying, both from a qualitative and quantitative point of view, is the only way to save a careful attention to what words really hold.

**Keywords:** Language, Morality, Rhetoric, Democracy.

Giuseppina D'Addelfio, *Il codice epistemologico della pedagogia fondamentale: una ricerca di senso e di metodo per l'educazione contemporanea*

The paper depicts the epistemological code of general pedagogy meant as “fundamental pedagogy”, i.e. as a specific human eidetic science, orbiting around the essence of education and framed in the phenomenological-hermeneutical paradigm. This science unfolds from the concrete experience of educating, in order to bring to evidence something of its proper sense: first describing it with a theoretical analysis properly, focused on “what is” education, then expressing this meaning in a method, so identifying how to educate. A precise and disciplined way of conducting pedagogical research is thus highlighted. This code also gives rise to a specific account on education centered on the desire for meaning and a full human flowering that essentially characterize personhood.

**Keywords:** Phenomenology, Hermeneutics, Pedagogy, Essence, Method.