

## Abstracts

Lucia Boccacin, *La generatività sociale delle relazioni comunitarie: una riflessione sociologica*

The paper aims to enlighten the social relationships and what they generate in daily life of people and communities, offering a sociological framework to contextualize relational processes that involve community subjects. Two of these are communitarian relations and their social generativity: they offer a scientific background for rethinking Community, its relations and its forms of belonging. The objective is to grasp whether, and under which circumstances, the communitarian relations are able to really generate a social wellbeing. In these processes, which are situated on a meso level, several immaterial realities take shape, communitarian relations included, as discriminating factors for achieving a good quality of life by individual subjects and by intersubjective environments.

**Keywords:** Community; Social Relations; Social Generativity.

Davide Zoletto, *Quali pratiche per quali comunità? Diversità socioculturale e popular culture nei contesti educativi*

This paper presents different theoretical perspectives which are the basis of educational research on the role that everyday popular culture practices can play in building inclusive learning environments within diverse educational contexts. The paper will suggest how these perspectives aim to promote the researches and interventions starting from the strengths of all the learners that we meet in a learning environment, both formal and non-formal. On the contrary, an inclusive non-culturalistic approach should focus on everyday communities of practice in which different components of the population participate.

**Keywords:** Pedagogy; Interculturality; Inclusion.

Claudio Bernardi, *Per-formare comunità. Riti, miti e arti performative nei processi sociali e comunitari*

The essay is divided into three points. In the first, it explains why the question of community is so crucial today. In the second, it claims that the performative liturgy may assume a key role in the life of individuals, communities and society. In the third, it argues that social and community theatre may be one of the most flexible and effective tools for forming open, free and convivial persons and communities.

**Keywords:** Community; Social Relations.

Immaculada Berlanga - Vicent Gozalvez, *Tecnología y comunidad: Hacia una relación más ética entre los medios y la ciudadanía*

The article deals with how the development of technology has brought about a transformation in communication and in the way we are related to each other and we perceive the world; and how this change accentuates the need for an ethical formation to guide the relationship between these new media and society. This requires a reflective attitude on the part of the citizenry that helps to understand the new scenario in depth and, at the same time, to focus efforts on the acquisition of values that allow us to correctly face the different situations generated by this scenario. Only in this way will the people move in the digital environment in a coherent way, and will know how to carry their own identity with themselves.

**Keyword:** Technology; Communication; Ethical Training; Citizenship.

Federica Oradini and Gunter Saunders, *What and where is the Teaching Space of the 21st Century University?*

Despite relatively recent predictions that online learning would lead to the death of traditional Campus based universities, investment in physical estate resources is growing. Supporting this are very different types of furniture within classrooms, away from rows of tables and chairs and to more flexible alternatives that can both facilitate collaborative group work and better enable the integration of technology into student centred activities. Generally, the feedback has been positive with high praise for the easier-to-use technology solutions provided and the adaptability of the furniture.

**Keywords:** Learning; Technology; Classroom.

Alejandro Quintas Hños, *Análisis del potencial didáctico de los exergames: reconceptualización y enfoque pedagógico*

At present there is no rigorous definition of exergame, nor a consensus among the associated terms as an active videogame, which causes confusion in the investigations. Through logical and pragmatic argumentation the concept of exergame is proposed as a digital motor game aimed at stimulating the player's motor skills. In order to examine its didactic potential, it has started from its demonstrated benefits by the basic sciences, and its compatibility with several emerging didactics such as m-learning, the Located Learning Episode, and gamification has been identified. Being a media-digital and communicative element, the exergame can be rethought pedagogically, inserted in the classic reflections between media and education. New lines of research are needed to study exergames from didactics and pedagogy.

**Keywords:** Digital game, Motor play, Active videogame.

Lorenzo De Cani, *Tempo di re-visione. Formare gli insegnanti all'analisi di pratica*

In our contemporary rushing world, where people struggle to keep up with an ever-changing social and technical environment, especially teachers face uncertainty and the new skills it requires. They should have time for their professional growth to regain perspective on the choices they do every day and on the kind of solutions they have figured out in the years to cope with classroom complex situations. This intentional and controlled activity of facing the evidences of their own educational and didactic behaviour sheds light on every strenght and weakness teachers are ready to seize, and fosters new hypothesis and strategies of intervention.

**Keywords:** Teacher Professional Development, Activity Analysis, Reflective Practice

Silvia Maria Manfredi, *Um convite para Dialogar com Paulo Freire*

This article takes into consideration the main aspects of the pedagogical thought of Paulo Freire, 50 years after the publication of the "Pedagogy of the oppressed", starting from the meaning of "Teaching and education" and from the explicit and implicit intentions of the educational practices. In order to teaching/education, it presupposes that decisions are made, choices are made, and coherence is sought. Freirian paradigms (the importance of dialogue, the critical reading of the world) are explored to construct paths of didactic meth-

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odologies and procedures. From the Freierian point of view, every educator is a problem-solver and not a facilitator, as neoliberal education thinks. He needs to explore the determinations and contradictions of a given context or process in a perspective of transformation, of human emancipation. As a method, it uses dialogue, the essence of emancipation education.

**Keywords:** Teaching/Education; Dialogue; Educator; Emancipation Education.