Abstracts

Maurizio Fabbri, *The Utopia of Deschooling and the Civilisation of Empathy. From Anti-Pedagogy to the Evolution of the Educational Experience*

There was a time when, on the influence of Ivan Illich's thinking, in western societies with high economic development, the theories of de-schooling had become increasingly widespread. Those who looked to the future and looked for possible traces of evolution of the training systems assigned to the school a marginal role, at most of networking of formative solicitations, coming from the mass-media world and from the social context. In reality, the processes of globalization of the economy, of coexistence, when not miscegenation, of cultures, of intensification of migratory processes, of widening the gap between rich and poor, have transformed our territories, making them markedly heterogeneous and contradictory: more than just school and education today never play a central and neuralgic role, basically irreplaceable, because no other level of political and social action is able to manage and mitigate those contradictions and to encourage the formation of new social ties.

Keywords: De-schooling, Social Transformations, Evolution of Educational Styles, Conflicts, Centrality of School and Education.

Mimmo Pesare, *Crisi e naufragio dell'educazione nella prospettiva psicoanalitica: e la scuola?*

We live in an age in which the expression "crisis of education" is equivalent to "crisis of culture", but what are the deep dynamics of this crisis of education? One of the possible interpretations of the contemporary educational crisis is the one that uses conjugation between philosophy of education and psycho-analysis, so that it would represent a weakening of the primary factor underly-

ing the educational relationship, constituted, according to a psycho-pedagogical approach of Lacanian orientation, by experience of *testimony*.

The evaporation of the pedagogical *transfert* has weakened the authority of the figures to which a knowledge was once attributed, because our society has in fact revoked the educational mandate that was once assigned to them.

In this position, orphan of the transferal yeast, the eclipse of desire implies the establishment of a personality that Bollas defines as *normotic* and that Françoise Dolto imputes to the weakening of the so-called *humanizing castrations*.

Keywords: Crisis, Philosophy of Education, Psychoanalisis, Lacan, Transfert.

Milena Bernardi, *La letteratura per l'infanzia tra sorveglianza e fughe desideranti.*

This paper focuses on an historical dichotomy that characterizes children's literature, for which children's books are located in the middle of complex dynamics between monitoring instances and desire to escape. Children's literature indeed re-elaborates and displays the cultural contradictions related to childhood images and educational choices made by society.

We can observe the same dynamics in the contemporary publishing industry. Despite its richness in artistic and aesthetic research projects, the publishing industry shows a tendency to follow contradictory directions, which can be summarised by the metaphors of "inside in the ordinary" and "outside in the extraordinary". In the 'Inside' we can find conservative, monitoring and controlling instances that adults impose on children, while the 'Outside' is characterized by metaphors of initiation, adventure and otherness. These tales and imagery reflect the symptoms of a crisis in education, which is suspended in a state of ambiguity. The publishing industry of children's literature indeed expresses contradictory views as it speaks to the 'Inside' pretending to be 'Outside'.

Keywords: Children's Literature, Adulthood, Crisis, Control, Escape.

Antonio Fiscarelli, *School Phobia: to Trust or not to Trust the School? A Socio-existential Dilemma of the Medico-educated Society*

What has been investigated under the name of "school phobia" for at least half a century concerns no longer only the child who refuses to go to school. The growing number of families disappointed by the dominant school models, of parents who, choosing not to join the public school model, turn to private

schools or so-called "alternative" schools, testifies to a rather advanced mass disenchantment that has the features of a social or collective phobia. It is no longer matter to the fear of children, but to the fear that has taken hold of parents, of adults. Our study essentially aims at a hermeneutics of school phobia understood as a symptom strongly representative of the state of health of the school institution. School phobia is a mechanism of individual and societal defense against a system that, in its complexity, reveals itself as a threat to the individual as well as to the group. As such, it puts us in front of the dilemma: to trust or not to trust the school? of which we propose some answers in the form of questioning aiming to the introduction of the Sartre's concepts of anxiety and freedom.

Keywords: Morbid Fear, Phobic School Climates, Eco-clinical Approaches, Social Concern, Freedom of Choice.

Roberta Caldin, *Disabilità, inclusione e centralità della scuola. Attualità e dimensioni prospettiche*

The logics and prospects of inclusion have for decades been an integral part of our country's cultural, political and pedagogical heritage and represent one of those areas in which the synergy between the academic world, school and territory has produced its best effects. Theoretical models outlined, as well as the practices, experimented in educational and scholastic services, have generated a virtuous circle of aptitude for innovation, which involves the whole institutional context and not only the project of insertion of the disabled student. At the base of this modus operandi, there is a universalistic conception of the rights to education, training and social inclusion, which has as its interlocutor the set of subjects that make up the school community. Today new challenges and priorities await being taken into consideration, starting from the changes inherent in the social context, first of all, those that have to do with the intertwining of disability, migration and cultural diversity and with the construction of alliance paths between families and services.

Keywords: Inclusion, Rights, Plurality, New Challenges

Marco Catarci, *Gli alunni di origine straniera e le risposte dell'educazione interculturale.*

This contribution focuses on the main aspects of the current multicultural school and the issue of intercultural education to promote dialogue and cul-

tural exchange amongst natives and subjects of foreign origin. In fact, students need relational experience and cultural tools to learn how to interact without fear and with an open mind with new cultures, in a world increasingly marked by the dimension of interdependence. If enhanced by an intercultural educational approach, the multicultural context offers important opportunities for the modernization and enrichment of the cultural profile of the school.

Keywords: Intercultural Education, Multicultural Society, Italy, Migration, Immigrant Students.

Alessandro Tolomelli - Fulvia Antonelli, *Dalla dispersione alla disuguaglianza scolastica: un cambio di paradigma*

Within the European project Atoms & Co (funded by the Erasmus + Program, which involved three countries: Italy - Bologna, Spain - Barcelona and Belgium - Brussels) the phenomenon of early school leaving was investigated in order to develop effective strategies and actions for the school-families alliance as a protective factor for educational abandonment at the secondary school level. This article summarizes salient aspects emerging from the research path, carried out by the University of Bologna team, in support of the project actions. While the research is still in progress (it will end at the end of 2019), the paper has focused on the systems which generate early school leaving. The pedagogical approach aims to develop educational tools to cope the causes of the phenomenon, rather than proposing solely reparative strategies or reiterating the ineffective finding of the phenomenon itself.

Keywords: Parent Involvement, Early School Leaving, Social Pedagogy, Educational Inequality.

Alessandra La Marca, *Flipped learning e gioia del lavoro ben fatto. Una ricerca con i futuri docenti di scuola primaria e dell'infanzia*

With his work, man modifies the world in which he lives. The dignity of person does not lie in the work itself, but in the work done with perfection and therefore well done. The satisfaction of the desire to know, which is concretized in a well-made work, generates the global response of the whole person on the affective-value level. Taking into account the recent literature on this topic, we wanted to verify the effectiveness of an innovative didactic intervention, based on flipped didactic strategies that allow students to increase awareness of the value of study through a reflection on their work well done (García

Hoz) and on the joy that it produces. Flipped learning allowed us to combine the intervention on cognitive and metacognitive processes with actions on affective factors relevant to learning, focusing in particular on the production of "well done works" through the use of ICTs. The Flipped approach, thanks to its characteristics of flexibility and attention to the student, has allowed to adapt the evaluation method to each one. The students were able to express what they had learned through the methods they considered most appropriate; they were responsible for their own learning and experienced the joy of a job well done as a result of their commitment to study. The educational intervention we are presenting, conducted with 316 students in the first year of the degree in Scienze della formazione primaria, testifies to the importance of designing educational activities in universities aimed at reflecting on the value of study.

Keywords: Flipped Learning, Well done Work, Value of Study.

Antonio Vigilante, *Alternative alla scuola tradizionale o alternative alla scuola? L'homeschooling in Italia*

Homeschooling, known as Educazione parentale (Parental Education), is becoming an increasingly common practice in Italy too. In this essay the phenomenon is critically analysed, starting from a distinction between Parental Education centred on the method or centred on the content. In the first case the school is rejected because it is considered unsuitable for its authoritarianism and for not creative methods, while in the second case it's guilty of transmitting different values and culture from family's ones. The author expresses doubt especially regarding this second form of homeschooling, generally choose by parents belonging to a religious confession, which can lead to an objective violence against children, at whom is denied the right to grow up comparing different points of view and interpretations of the world.

Keywords: Homeschooling, Unschooling, Parental Education.