

Abstracts

Francesco Pigozzo - Daniela Martinelli, *Civic Education in the Italian primary school textbooks: a systematic review and discourse analysis*

The 92/2019 Law on Civic Education has boosted a new wave of civic “labels”, “keywords” and “activities” inside the Italian textbooks of almost all disciplinary areas in the school curriculum at all levels. Yet this is a highly questionable way to help teachers introducing a civic turn into the whole learning process. In this contribution we will discuss the results of a systematic review of textbooks officially adopted by Italian primary schools in the first year of implementation of the new Law (2020/2021). We scrutinised contents, language and structural features explicitly related to Civic Education both in self-standing booklets and in volumes of all other disciplines, for pupils aged from 6 to 11, in a qualitative discourse analyses perspective that allows us to highlight some recurring epistemological flaws in the whole editorial offer available. We argue they particularly hinder key pedagogical objectives about sustainability, participation and reality-congruent agency.

Keywords: Citizenship education, Civic education, Primary schools, Textbook analyses, Discourse analyses.

Stefano Pasta, *Postverità e datificazione. Nuove conoscenze e nuove consapevolezza dall'educazione civica digitale*

The paper addresses digital civic education based on the three dimensions of criticism, ethics and aesthetics of New Media Literacy, a new construct that surpasses the previous “digital school”. In particular, education for digital citizenship is in the paper analyzed as a response to the affirmation of post-truth and datification, typical features of the social Web. This new information regime involves on the one hand the personalization of

truth, therefore with a strong role played by emotions and previous personal beliefs; on the other hand, datification remains radically indifferent to meaning: the imperative of data extraction, combined with indifference to content, produces systems that progressively increase the degree of user involvement, without worrying about what this involvement entails. In this perspective, it is noted that the teaching of digital civic education must aim to introduce new knowledge, new alphabets and above all new awareness in educating towards critical thinking and responsibility.

Keywords: New Media Literacy, post-truth, dating, critical thinking, responsibility.

Gianluca De Fazio - Mary Beth Cancienne - Ashley Taylor Jaffee - Kevin Hegg - Elaine Kaye - Nicole Wilson, *Critical Digital Pedagogy and Civic Education: The Experience of the Racial Terror: Lynching in Virginia Project*

Racial Terror: Lynching in Virginia is a public history digital project documenting more than 100 victims of lynching in Virginia, USA. Undergraduate research teams at James Madison University collected more than 600 newspaper articles narrating these lynchings, developing a critical pedagogical tool for higher education. *Racial Terror* also fosters community engagement by rekindling the collective memory of lynching victims across localities in Virginia. An interdisciplinary team at James Madison University from the College of Education, the Justice Studies department and the Libraries is currently developing about two dozen *Racial Terror Lesson Plans* for current 9th through 12th grade Social Studies and English teachers. High school teachers will engage in professional learning to use these lessons to teach the hard history of lynching in Virginia. This paper will discuss the connections between research, teaching and civic education that characterize this project and propose some reflections from a U. S. perspective.

Keywords: Lynching - Public History - Digital Scholarship - Community Engagement - Civic Education.

Stefano Oliviero - Chiara Martinelli, *L'educazione civica e l'approccio storico-educativo: tra Public History e didattica*

Recently, civic education has been introduced as a cross-disciplinary subject in Italian primary and secondary schools. Among the manifold suggestions its introduction indicates, there is certainly the merit of stimulat-

ing the more than decennial debate about school and territory: a debate which, in this period, has been increased by anti-covid 19 limits, by laws adopted for regulating the so-called communities' educative agreements (in Italian, *patti educativi di comunità*) and by contrasting reflections about the relationship between school, society and market (for being synthetic). The paper aims at proposing some first thoughts about how history of education and the historic-educative approach (almost of all, the Public History one) can contribute to define some paths in civic education. A particular concern is devoted to the way this approach can be used in primary and pre-primary teachers' academic training.

Keywords: Territory, Public History of Education, Society, Primary School, University

Valerio Ferrero - Fabio Mulas, *Democrazia in pratica. Costruire cittadinanza attraverso la Philosophy for Children*

Civic education must encourage children to exercise an active and democratic citizenship, a *habitus* to relate to others and act in complexity. Dewey's ideas are crucial: school is a laboratory of democracy and represents its ultimate meaning. This education to a community life, to an open mentality, to the acceptance of diversities, to freedom of thought must be operationalized. Matthew Lipman, developing the *Philosophy for Children*, a curriculum to learn to think and make experience of democracy through community dialogue, concretizes Deweyan ideas and, *ante litteram*, carries out a methodological reflection to shape civic education. Teachers become facilitators, creating an inclusive environment in which everyone can express oneself freely according to shared rules. This essay, moving between Dewey and Lipman, wants to show a possible way to teach civic education beyond a transmissive teaching method in sight of an education to live otherwise not concrete words such as democracy, inclusion, interculture.

Keywords: active and global citizenship, *Philosophy for Children*, democracy, dialogue, community of inquiry.

Paolo Lucattini - Grazia Lombardi - Franziska Caggese - Marcelo Ducart - Tarciana Angelica Lopes Damato, *Inclusive education in the construction of a democratic citizenship in an international perspective*

The article takes an in-depth look into the responsibilities of educational institutions in welcoming human diversities and differences

with interculturality in mind. It will analyze the enhancement and participation of students who simultaneously have disabilities and migratory backgrounds, and the related pedagogical approach. This double dimension will be viewed from an international perspective (Italy, Germany, Argentina, Brazil), with particular attention on the construction of global citizenship, teacher training, the role of the family, and contexts and transitions between school and community activities. The analysis will start from Italy, with the evolution of regulations from the 90s onwards and related methodological implications in an inclusive perspective. The discussion will then move to Germany, covering a cross-section from the educational condition of child laborers of the 1950s to today's refugee children. The journey will end in Argentina and Brazil – historical destination countries characterized by broad and complex intercultural dimension.

Keywords: Inclusive education, disability, migration, interculturality, special educational needs.

Francesca Davida Pizzigoni, *Cittadinanza attiva e letteratura per l'infanzia: l'attualità dell'esperienza primonovecentesca di zia Mariù*

Some sources relating to the history of children's literature still have the ability to express their innovativeness and their impact on the themes of culture democratization and active citizenship today. An exemplary case is represented by the Bibliotechine of zia Mariù (Paola Lombroso Carrara) and by the connected "Bulletin of rural libraries" launched in 1912 and capable of disseminating the desire for participation and civic activation by young people from all over Italy. Through this source it is possible both to grasp the modalities and organization of a huge civic participation project (that has led in a few years to the creation of 1200 rural libraries) and to lead today's students to reflect on how to take action to become active citizens. The article aims to share the themes drawn by the university students who in the academic year 2019/2020 have worked on the sources related to this early-twentieth century experience to derive UDAs of civic education for primary school.

Keywords: History of Children's Literature; Civic Education; Rural Libraries; Sources; Civic Protagonism.

Abstracts

Elisa Calabrò, Susanna Mattiangeli, Francesca Cosentino, *Libri utili? Tracce di un dibattito sulla letteratura per l'infanzia*

Every time children's literature becomes a topic of public interest, the difficulty of the media and non-specialized critics in evaluating the aesthetic quality of this branch of cultural production becomes evident. The quality issue is left to specialists, who - depending on the roles or the interests they represent - undertake to free this literature from pedagogical purposes or, vice versa, promote a merely didactic function. In the article, a writer tries to reconstruct the most recent Italian debate on the usefulness of books for children by retracing articles, essays, discussions and using the testimonies of a bookseller and a nursery school teacher.

Keywords: Civic Issues in Children's Literature, Engaged Literature, Childrens' Bookshops, Picturebooks and Social Pedagogy.