Abstracts

Matteo Adamoli, Salvatore Messina, Chiara Panciroli, Pier Cesare Rivoltella, *Generative AI for Decision Making: Reliability of LLMs in Supporting Educational and Instructional Decisions*

This article presents an experiment with 140 teachers and educators in initial training at the University of Bologna aimed at assessing the reliability of Artificial Intelligence systems to support the selections of applications, also AI, for teaching (Panciroli – Rivoltella, 2023). The research involves three levels of analysis: 1) the mapping of available applications through the use of three specialised search engines (Futurpedia, Ailocater and GpteAi); 2) the interaction with Chatbots, to select within this mapping, the specific applications deemed most functional by chatbots himself (Manovich, 2020); 3) the validation of the choices suggested by Chatbots through a testing activity carried out by teachers and educators to assess their technical reliability to support decision making in educational systems. The expected outcome is a human-machine cooperation model for decision making and instructional design.

Keywords: Artificial Intelligence; Teaching Methodologies; AIED; Generative AI; Teacher training.

Fabio Alba, Rosa Piazza, *Povertà educative delle famiglie contemporanee, bisogno di riconoscimento e generatività. Considerazioni di pedagogia fondamentale.*

Nowadays, in public debate and scientific reflection, the idea of *educational poverty* is increasingly developed. In particular, contemporary pedagogical reflection accounts for educational poverties, not in singular but, rather, in the plural. For some time, even the condition of family poverty has been analyzed only from a singular perspective, i.e. in economic terms. Conversely, the paper intends to begin to focus on the educational poverties of families understood

above all as relational incompetencies as well as the inability to be truly generative and above all to respond to the need for recognition, affective and ethical, of the childhood. In this way, the paper offers some reflections that, in the fundamental pedagogics frame, intersect pedagogy of the family and childhood, in the awareness that there will be no authentic care of childhood without adequate educational accompaniment of parents and adult educators.
Keywords: Educational Poverty, Recognition, Childhood, Parenthood, Generativity.

Cristina Balloi, *Are Teachers Ready for Gender Equality Education in Primary Schools? A Quantitative Research in Italian Primary Schools.*
Gender Equality is a priority invoked by all international institutions. Furthermore, Gender Equality is a core value of the EU, and a fundamental right and key principle of the European Pillar of Social Rights (European Commission, 2020). Italy still maintains a critical level in terms of achievement of gender equality in society. Italy's Gender Equality Index score for 2023, measured by the EIGE, is under the average EU Index score. Schools have a crucial role in supporting students in developing the fundamental competence to live in a society where gender equality is guaranteed. In this scenario, teachers need to be prepared to provide and achieve an effective gender equality education in schools. This paper presents the results of an explorative quantitative research – involving 381 teachers – into the teachers' professional action on gender equality in Italian primary schools, in order to analyse teacher training needs.
Keywords: Gender Equality Education; Gender Equality Educational Teacher Training; Quantitative Research.

Michelangelo Belletti, *L'animazione sociale e culturale in Italia: evoluzioni e sfide attuali nel contesto della pedagogia sociale*
This article aims to present the state of play on social and cultural animation in Italy in the new context following the COVID-19 pandemic, analysing the reflections of the movement's national reference associations and from the main European research on the subject.
Animation represents a significant practice in working with groups and territorial communities, with roots linked to the movements of popular education, youth pastoral and social theatre; it was born from the social and political movements of the 1960s, when it aimed to promote the growth of individuals, groups and communities through cultural, aggregative and participative

activities. Over time, these initiatives have been affected by ongoing social changes, changing at least in part their transformative scope. The crises following the COVID-19 pandemic and wars have accentuated the importance of animation, highlighting the need for interventions that foster the psychological and social wellbeing of communities, starting with the new generations, including training in the development of new skills.

Keywords: social and cultural animation; youth work; skills; youth; social pedagogy.

Francesco Bossio, *La relazione io – tu tra persona e forma. Alcune riflessioni pedagogiche su Romano Guardini*
Guardini indicates how self-care can only exist in the presence of a relationship, a dialectical motus, a constitutive openness. The relationship with reality, both internal and external to oneself, is fundamental and the element that primarily characterizes this process is precisely the deep bond that the person has established with himself and with others. The person belongs to himself, he is always an end for himself and for others, never a means, a functional instrument for some purpose. In the I - you relationship an original relational dimension takes place which places the person in a position to deal with whoever is in front of him. From this perspective, pedagogically taking care of oneself and others also means planning a process of building a humanity that is faithful to itself.

Keywords: Romano Guardini. I – you relationship. Person. Education. Care.

Elsa M. Bruni, Emanuele Isidori, *La pedagogia della moda: fondamenti epistemologici e prospettive critiche*
Fashion pedagogy is an emerging field within fashion studies that plays a vital role in contemporary culture. It addresses various educational concerns related to the body, identity, sustainability, critical consumption, aesthetics, communication, and intercultural awareness. This study emphasizes fashion as a "pedagogical device" and employs a hermeneutic-deconstructionist methodological framework to explore the foundational knowledge of fashion pedagogy, highlighting its essential role in cultural studies. The article discusses several key issues, including the relationship between fashion and body image, the role of self-education, and the interdisciplinary nature of fashion education, particularly in informal learning environments. It also explores the search for critical educational models that demonstrate how fashion relates to

contemporary values through ethically and humanistically driven production processes. Finally, the article examines the practical applications of fashion pedagogy in school settings, showcasing approaches that encourage critical thinking and creativity, while also identifying emerging trends and challenges in today's educational landscape.

Keywords: pedagogy, fashion, body, epistemology, cultural studies.

Maria Buccolo, Graziano Pellegrino, *La pedagogía del dialogo y de las palabras que generan cambio: el taller de Teatro del Oprimido en la formación universitaria*

The article presents, contextualizes, and evaluates the experience of the Theatre of the Oppressed workshop offered to students in the course of intercultural education and social integration held at the European University of Rome. This occasion allowed the authors not only to highlight the effectiveness of this initiative but also to reflect with a broader view on the importance, in the current context, to respond to educational emergencies through "the pedagogy of dialogue," both in university classrooms and in other educational settings. The experience highlighted the potential of this approach not only to improve interpersonal relationships, from the perspective of "learning to live with others," but also to initiate a reflection on the explicit and implicit meanings (Bourdieu, 2015) that reproduce the oppressor-oppressed dialectic in the current society. In this sense, the theatrical representation provided a valuable opportunity to encourage the audience to propose solutions to the problematic situation represented.

Keywords: pedagogy of dialogue, Theatre of the Oppressed, forum theatre, critical consciousness, university education.

Gabriella Calvano, *La responsabilità sociale ed educativa delle università. Processi e governance a servizio del territorio*

Since the 1990s, universities around the world have begun to address sustainability issues by engaging their campuses and communities in these efforts. This focus has led to a greater consideration of the values and ethics of sustainability and an improvement in stakeholder engagement processes, resulting in renewed attention to the policies and actions designed and implemented by universities. In this context, education plays a fundamental role, not only by contributing to the training of competent professionals, but also, and above all, by educating citizens for sustainability.

Entering this lively debate, the article first describes the importance of the university-territory dynamic, reconstructs the meaning of the Third Mission, and begins to outline that of a hypothetical Fourth Mission. It then focuses on the social and educational responsibilities of universities in the context of the knowledge economy. The article concludes with a critical reading of these concepts, also considering ANVUR's VQR 2020-2024.
Keywords: University, social responsibility, educational responsibility, territories, governance

Paola Dal Toso, *Monsignor Raffaello Delle Nocche: l'impegno educativo*
The paper presents the biographical profile of Raffaelo Delle Nocche (1877-1960), bishop of Tricarico from 1922 to his death and his educational commitment. During the 38 years of pastoral service in the diocese, he showed particular attention to local needs, especially at the educational level. To make up for the lack of education, he started kindergartens, schools, orphanages and also took care of the training of teachers. In this way he also intends to contribute to the human and cultural promotion of the context in which he is called to carry out his episcopal ministry.
Furthermore, from a careful reading of the writings, mostly letters addressed to the sisters of the Congregation he founded, the Disciples of Jesus in the Eucharist, interesting indications of an educational nature can be extrapolated.
Keywords: Raffaello Delle Nocche, education, school, Tricarico

Daniela Dato, Severo Cardone, Giovanni Papagni, Cristina Romano, *Educare alle competenze per la vita tra i banchi di scuola: il percorso di orientamento formativo "L'ora della felicità"*
Starting from the good practices implemented in 2019/2021 with "RiGener-Azioni" project, the Skills Balance and Career Guidance Center of University of Foggia, as a partner of the project to combat educational poverty "Comunità Educante - Rione Candelaro", developed and conducted "L'ora della felicità" programme ("The hour of happiness") in ten classes of primary and lower secondary schools, implementing the purposes of the Guidelines for guidance (M.D. no. 328/2022) which underline the educational value of guidance from the first cycle of education, as a measure to sustain motivation and recognize talents. A pathway with a strong laboratory and narrative approach to "build" happiness at school, supporting students in a progressive process of self-knowledge and development of Life Skills, giving space to a time of

reflection and personal care essential to build one's identity and rediscover the beauty of being with others.
Keywords: Guidance; Happiness; Life Skills; Well-being; Self-awareness.

Rosita Deluigi, Miriam Cuccu, Ilenia Marino, Laura Salvatori, Irene Trotta, Morena Muzi, *Linguaggi e significati dell'inclusione: esplorazioni collettive degli ambienti universitari*
Attention to inclusive processes in relation to university places has a significant impact on the issues of liveability, quality of life and diversity of social, care and learning spaces. Spaces as environments capable of interconnecting places, people and professionals in training, exploring different levels of accessibility and questioning how to promote and realise it. Several studies highlight the positive effects of spaces in terms of participation, psychological well-being, increased performance and reduced difficulties. The paper, starting from workshop experiences carried out with university students, reports some results of a co-teaching training, in the psycho-pedagogical field, in the bachelor course in Education, during the last two editions of the Inclusion Week. The student community, by collectively reflecting on the characteristics of inclusive environments, explored the indoor-outdoor university context, envisaging new reinterpretations of the theme through creative languages, glimpsing critical issues and plural forms of accessibility.
Keywords: Inclusion, University Places, Collective Explorations, Participatory Reflections, Psychological Wellbeing.

Domenico Francesco Antonio Elia, *Cari soldati d'Italia: lettere dei Balilla e delle Piccole Italiane ai combattenti della guerra etiopica (1935-1936)*
The paper examines the letters sent by several members of the Opera Nazionale Balilla to soldiers engaged in the war against Ethiopia (1935-1936), preserved at the Central State Archive. These unpublished sources are «valuable because they include experiences and emotions in the form in which they were expressed at the time and not only as they were remembered a posteriori» (Stargardt 2006, p. 19). The methodology is based on the historical-educational literature that has analyzed school writings: the stereotypical features of these texts are considered crucial for understanding totalitarian teaching practices in the primary school after the 1934 reform of the sylla-

buses. This reform, indeed, fascistized the school «pushing it definitively to form the new fascist man» (Paciaroni 2019, p. 1005).

Keywords: Opera Nazionale Balilla; Fascism; Childhood; School; Colonialism.

Manuel Gentile, Chiara Panciroli, Mario Allegra, Pier Cesare Rivoltella, *Building up a AI Literacy School Curriculum: the ESLAI Framework*

Recent Artificial Intelligence innovations have renewed the challenge for education actors who, as always, have to promote innovation that can exploit the potential while minimising the risks offered by new technologies. This contribution addresses the proper integration of AI in education by situating AI with the frameworks offered by the different literacies that have emerged over the last few years. At the same time, the contribution presents a proposal for a framework to develop an AI curriculum in the school. The proposed framework exploits the well-known Episode of Situated Learning instrument (ESL) as a teaching device useful for developing AI competencies at different levels.

Keywords: AI and Education, AIEd, Episode of Situated Learning, ESL, Generative Artificial Intelligence.

Stephanie Mian, Cinzia Zadra, *A phenomenological perspective on reflection. From reflection to pedagogical ethos through phenomenological vignettes.*

This article aims to introduce a phenomenological approach to reflection and to finally emphasize the phenomenological vignette as a reflective practice and instrument for reflection by highlighting moments of reflection in the vignette writing and analyzing process. Vignettes are short narratives that capture co-experienced experiences in the pedagogical field and are recognized and used as a research and professionalization tool. While common models of reflection focus on reflection in or on actions and thus aim at a changed way of being or acting, the special significance of the phenomenological vignette as an instrument of reflection lies in overcoming the dichotomy of theory and practice: the vignette and its underlying theoretical framework prove to be highly relevant for pedagogical practice, insofar as they refer to praxis by realizing themselves as a reflection on the pre-reflected. Because of their potential to promote transformative practices, they foster and cultivate a reflective professional attitude and pedagogical ethos.

Keywords: Phenomenology; Process of writing and analysing Vignettes; Reflection; Pedagogical Ethos; Professionalisation.

Abstracts

Carmen Petruzzi, *Filantrope, volontarie e street boys. Educazione formale e informale per i piccoli italiani a New York tra cronaca e narrativa (1880-1908)*

This study explores the history of philanthropy in the United States, focusing on the post-Civil War period and the impact of European immigration, particularly Italian, in New York. The analysis highlights the fundamental role of charitable associations, especially those led by women, in providing social and educational assistance to the most vulnerable groups. The article examines the work of the American Female Guardian Society and its "Home Industrial Schools," which strove for the integration of immigrant children, often referred to as "street boys," through free education and material assistance. The figure of Leonard Covello, who attended School No. 12, emerges as a direct testimony of the challenges and opportunities offered by these institutions. The text also addresses the conflict between secular and religious philanthropic initiatives, highlighting the role of Catholic missions, such as those of Giovanni Battista Scalabrini and Francesca Saverio Cabrini, in protecting the cultural identity of immigrants. Finally, the article explores the literary representation of this context, through the novel by Christian McLeod, which offers a realistic glimpse of the life of Italian immigrants in East Harlem.
Keywords: Philanthropy; Italian Immigration; Women's Associations; Cultural Identity.

Evelina Scaglia, *Nelle tasche dei bambini. Una rilettura della proposta pedagogica di Rosa Agazzi.*

The paper aims to reconstruct, thanks to the analysis of some writings by Pietro Pasquali (1903) and Rosa Agazzi (1923, 1932) dedicated to the pedagogical proposal developed in Mompiano, the most original aspects of the "lessons of things" promoted through the daily use of the junk kept in children's pockets, in line with the perspective of "living teaching" spread by Giuseppe Lombardo Radice. The humble rural kindergarten in Brescia, where Rosa worked for a long time with her sister Carolina, was gradually transformed into a "children's home", animated by the industrious life of the children who attended it. The unpatented junk they collected, or manufactured, helped to overcome and break down any prejudice against the educational means to be used in kindergarten, taking on a multiplicity of values, now as a vehicle of popular education, now as tools for education according to nature.
Keywords: history of education; lesson of things; Rosa Agazzi; XX century.

Simone Seitz - Francesca Berti - Ludovica Sebastiano, *Reflecting on Heritage Education: Children's Views on Heritage*

This contribution focuses on the European framework for heritage education and addresses children's participation and their perceptions of heritage. In a critical approach (Harrison, 2013), heritage is understood as a cultural and social process in constant transformation (Smith, 2006). This implies a participative process of co-construction of knowledge through a plurality of narratives and interpretations (Del Gobbo et al., 2018; Zuccoli & De Nicola, 2016). Findings of a qualitative research included in a "Piano Nazionale Ripresa e Resilienza" (PNRR) PhD project are presented here. The aim is to investigate children's views on heritage and recognise them as social actors (Esser, 2014). Mapping tools (Malatesta, 2015) are used to gain such insights. The research project adopts a praxeological approach to explore the everyday dimensions of heritage (Mosler, 2019) through the analysis of social practices (Reckwitz, 2003).
Keywords: Heritage Education, Childhood Studies, Children's Geography, Urban Spaces, Participation.

Maria Vinciguerra, Rita Baldi, Giorgia Coppola, Croce Costanza, *Per una reciprocità del maschile e del femminile. Un'analisi fenomenologica*

The relationship between masculine and feminine need of rethinking over time. Starting from the idea of a structuring reciprocity between masculine and feminine, the paper aims to investigate the meaning attributed to terms such as "masculine", "feminine", "paternal", "maternal", but above all "reciprocity vs. lack of reciprocity between masculine and feminine". This reflection starts from a phenomenological analysis was carried out on 242 questionnaires administered to male and female students of the Primary Education Sciences of the University of Palermo. The objective of the questionnaire was to collect the perceptions and reflections of young male and female students, future teachers, through 10 open-ended items. Another objective of the questionnaire was to grasp, starting from a "datum", how young people perceive the encounter between male and female and the absence of reciprocity. The aim of this study is to initiate a pedagogical reflection that can provide new ideas for the elaboration of educational paths on the value of reciprocity addressed to young people, starting from the critical and resourceful aspects that emerge precisely from their words.
Keywords: Reciprocity Education, Phenomenological Analysis, Gender Stereotypes, Gender Pedagogy.

Federico Zannoni, *A clamore spento: evoluzioni, esiti, criticità e punti aperti nei progetti di accoglienza ai profughi ucraini a Reggio Emilia*

The paper intends to offer a reflection on the outcomes of the TRIZUB research project: Trajectories, Meeting Networks and Actions from Ukraine to Bologna and Reggio Emilia, which began in autumn 2022, a few months after the outbreak of the conflict in Ukraine and from the beginning of the resulting migrations and concluded in spring 2024. By carrying out semi-structured interviews first with 30 reception and housing service operators, then with 30 Ukrainian refugees, the project aimed to investigate both the impact that Ukrainian refugees have had on the human contexts in which they received hospitality, and the effectiveness of the reception strategies and initiatives. Here we intend to propose an analysis which, starting from the main results obtained with the interviews, extends to what emerged, more than a year later, in the feedback meetings that we held with some of the operators and refugees interviewed at the time. What emerges is a picture not only of existential trajectories and plans - those of migrants - in some cases overturned, but also of changes in the operators' worldviews, attitudes and ways of practicing their profession.
Keywords: International Refugees; Reception and Hosting; Integration; Emergency Pedagogy; Intercultural Pedagogy