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The Archipelago

Bloomsbury Publishing
'An enjoyable, highly readable history that manages to bring murky, often fiendishly complex events into the light' Sunday Times
Italy emerged from the Second World War in ruins. Divided, invaded and economically broken, it was a nation that some claimed had ceased to exist. By the 1960s, Italy could boast the fastest-growing economy in the world, as rural society disappeared almost overnight. In *The Archipelago*, acclaimed historian John Foot chronicles Italy's tumultuous history from the post-war period to the present. From the

silent assimilation of fascists into society after 1945 to the artistic peak of neorealist cinema, he examines both the corrupt and celebrated sides of the country. While often portrayed as a failed state on the margins of Europe, Italy has instead been at the centre of innovation and change – a political laboratory. This new history tells the fascinating story of a country always marked by scandal but with the constant ability to re-invent itself. Comprising original research and lively insights, *The Archipelago* chronicles the crises and modernisations of over seventy years of post-war Italy, from its fields, factories, squares and housing estates to the political

intrigue of Rome.

In-Between Fiction and Non-Fiction
Cambridge Scholars Publishing

This volume invites the reader to join in with the recent focus on subjectivity and self-reflection, as the means of understanding and engaging with the social and historical changes in the world through storytelling. It examines the symbiosis between anthropology and fiction, on the one hand, by looking at various ways in which the two fields co-emerge in a fruitful manner, and, on the other, by re-examining their political, aesthetic, and social relevance to world history. Following the intellectual crisis of the

1970s, anthropology has been criticized for losing its ethnographic authority and vocation. However, as a consequence of this, ethnographic scope has opened towards more subjective and self-reflexive forms of knowledge and representations, such as the crossing of the boundaries between autobiography and ethnography. The collection of essays re-introduces the importance of authorship in relationship to readership, making a ground-breaking move towards the study of fictional texts and images as cultural, sociological, and political reflections of the time and place in which they were produced. In this way, the contributors here contribute to the widening of the ethnographic scope of contemporary anthropology. A number of the chapters were presented as papers in two conferences organised by the Association of Social Anthropologists of the UK and Commonwealth at Jawaharlal Nehru University, New Delhi, entitled "Arts and aesthetics in a globalising world" (2012), and at the University of Exeter, entitled "Symbiotic Anthropologies" (2015). Each chapter offers a unique method of working in the grey area between and beyond the categories of fiction and non-fiction, while creatively reflecting upon current methodological, ethical, and theoretical

issues, in anthropology and cultural studies. This is an important book for undergraduate and post-graduate students of anthropology, cultural and media studies, art theory, and creative writing, as well as academic researchers in these fields.

Social Class, Language and Power
Springer Science & Business Media

This book foregrounds the ideas of an important European pedagogue whose writings provide insights for a critical social justice oriented approach to education. Lorenzo Milani has all the credentials to be regarded as potentially a key source of inspiration for critical pedagogy. Milani's

approach to education for social justice gives importance to a number of issues, notably social class issues, race issues especially with his critique of North-South relations and cultural/technological transfer, the collective dimension of learning and action (emphasis is placed on reading and writing the word and the world collectively), student-teachers and teacher-students (a remarkable form of peer tutoring), reading and responding critically to the media (newspapers), the existential basis of one's learning (from the occasional to the profound motive) and the fusion of academic and technical knowledge. There is also an anti-war

pedagogy that emerges from his defence of the right to 'conscientious objection' with its process of reading/teaching history against the grain. There is much in the work of Milani and his students to provide the basis for a process of schooling that serves as an antidote to the prevailing contemporary system, a system which gives pride of place to testing, standardization, league tables and vouchers. -- Peter Mayo, University of Malta

Una scuola da rifare

Feltrinelli Editore

Archeologia e Calcolatori, 29

All'Insegna del Giglio

Il volume 29 si apre con la pubblicazione

degli Atti del Convegno "I dati archeologici. Accessibilità, proprietà, disseminazione" (Roma, CNR, 23 maggio 2017), a cura di Marco Arizza, Valeria Boi, Alessandra Caravale, Augusto Palombini e Alessandra Piergrossi. Gli Atti raccolgono 14 contributi di studiosi provenienti dal CNR, dall'Università e dal Ministero dei Beni Culturali, che hanno dato vita a un dibattito sul tema della documentazione e disseminazione dei risultati della ricerca archeologica. Seguono 11 articoli di studiosi italiani e stranieri che illustrano ricerche archeologiche interdisciplinari in cui l'uso delle tecnologie informatiche risulta determinante per l'acquisizione,

l'elaborazione e l'interpretazione dei dati. Tecniche di analisi statistica, banche dati, GIS e analisi spaziali, tecniche di rilievo tridimensionale e ricostruzioni virtuali, sistemi multimediali, contribuiscono a documentare le testimonianze del passato e a diffondere i risultati della ricerca scientifica. Chiude il volume la sezione dedicata alle note e recensioni

Handbook of Research on Didactic Strategies and Technologies for Education: Incorporating Advancements *IGI Global*

"This book is designed to be a platform for the most significant educational achievements by

teachers, school administrators, and local associations that have worked together in public institutions that range from primary school to the university level"-- Provided by publisher.

Didattiche e didattica universitaria. Teorie, culture, pratiche alla prova del lockdown da Covid-19 *Roma TrE-Press*

La grave crisi che l'umanità sta attraversando a causa del Covid-19, ha assunto nuovi e più radicali significati rispetto ad altre grandi calamità naturali di cui si abbia memoria storica. L'impatto sociale della straordinaria forza di contagio del Covid-19 e dei tragici effetti di morte è stato

fortissimo, anche a causa della pervasività dei nuovi mezzi di comunicazione. La constatata necessità di dover fare appello soprattutto a nuove conoscenze scientifiche per poter arginare la pandemia, ha prodotto una più diffusa consapevolezza dell'importanza della scienza, dell'insostituibilità della cooperazione interdisciplinare quando occorre cercare, nel più breve tempo possibile, procedure risolutive affidabili, nonché del rilievo sociale dell'istruzione scolastica e universitaria. Ma ha altresì disvelato l'ingannevolezza di alcuni (falsi) valori, i fattori di criticità delle nostre istituzioni pubbliche educative e sanitarie, la denutrizione scientifica del paese, la (falsa) credenza di poter trovare con i dispositivi tecnologici disponibili la soluzione ad ogni problema. Il volume, costituisce la sintesi essenziale di un Convegno internazionale organizzato nel dicembre del 2020 dalla Fondazione Università Roma TrE-Education e dall'ECPS Journal per presentare, discutere e approfondire le più accreditate analisi critiche dei problemi educativi emersi durante la pandemia; ma anche i dati e quelle "evidenze empiriche" che stanno emergendo dalle tante indagini avviate anche in Italia, sulla qualità e l'efficacia - sul piano cognitivo, affettivo e

socio-relazionale – dei processi di istruzione e di formazione (più emergenziali che) a distanza. Lo scopo prioritario è avviare su nuove basi conoscitive una ricomposizione teorica e una qualificazione operativa, non solo della didattica “in presenza” e di quella “a distanza”, ma, soprattutto, di quella didattica integrata capace di rendere adeguata in ogni circostanza il come promuovere apprendimenti significativi.

Giocando con l'onestà. Giochi e percorsi didattici per sviluppare il senso delle regole e della legalità *FrancoAngeli*
1305.128

Children and the

Capability Approach
Springer

Exploring a wide variety of case studies and developmental issues from a capability perspective, this book is an original contribution to both development and children's studies that raises a strong case for placing children's issues at the core of human development.

Instrumentalism in Education - Where is Bildung left?

Waxmann Verlag

This anthology aims to make visible those processes, conditions, and impacts on and in European educational institutions (k-HigherEd-VET) which are nowadays influenced by the phenomena of accountability, new public management,

outcome-based learning, and educational policies which themselves obviously absorb or even perpetuate these phenomena. Are these phenomena evidence of an increasing instrumentalist view in education? The tendencies mentioned above do not just have an impact on learning processes and results but also on the way in which Bildung and Education are understood and realised in formal learning situations. It is striking that - independent of the original standpoints in a multifaceted European educational landscape with its variety of educational systems - these influences can be recognised as much more than marginal.

Rather, they impact upon all educational institutions from kindergarten, preschool, and comprehensive school to higher education, vocational training, special education, and further education. Researchers from different European countries reflect on these perceived 'instrumentalist' tendencies from their own national educational platforms, educational backgrounds in theoretical and empirical research, and educational practice: that is, on a macro-, meso-, and microlevel.

The Hundred Languages of Children *ABC-CLIO*
Why does the city of Reggio Emilia in northern Italy feature

one of the best public systems of early education in the world? This book documents the comprehensive and innovative approach that utilizes the "hundred languages of children" to support their well-being and foster their intellectual development.

in schools, national curricula, Paulo Freire's legacy, insights from the work of Lorenzo Milani and the School of Barbiana, and Gramsci's writings on the school. There are both theoretical and empirically grounded chapters in this volume.

Learning and Social Difference *Routledge*

Exploring how global changes affect education today, in the classroom and in local, national, and international contexts, this book explores the future of education's capacity for effectiveness in multicultural and multilingual contexts. The chapters deal with lifelong learning (a critique), immigration, antiracist education, parental involvement

Leaders in Critical Pedagogy *Springer*

Critical pedagogy has variously inspired, mobilized, troubled, and frustrated teachers, activists, and educational scholars for several decades now. Since its inception the field has been animated by internal antagonism and conflict, and this reality has simultaneously spread the influence of the field in and out of education and seriously challenged its

status as an integral body of work. The various debates that have categorized critical pedagogy have also made it difficult for younger scholars to enter into the literature. This is the first book to survey critical pedagogy through first-hand accounts of its established and emerging leaders. While the book does indeed provide a historical exploration and documentation of the development of critical pedagogy as a contested and dynamic educational intervention as well as analyses of that development and directions toward possible futures it is also intended to provide an accessible and comprehensive entry point for a new

generation of activists, organizers, scholars, and educators who place questions of pedagogy and social justice at the heart of their thinking and doing. Martin Heidegger once said that Aristotle's life could be summarized in one, short sentence: He was born, he thought, he died. Porfilio and Ford's brilliantly curated compilation of autobiographical sketches of leaders in critical pedagogy resolutely rejects Heidegger's reductive thesis, reminding us all that theory is grounded in the historical specificities and material contradictions of life. For those well acquainted with critical pedagogy, these theoretical memoirs grant us a unique and

sometimes surprisingly intimate glimpse into the lives behind the words we know so well. But most importantly, the format of the book is an educational intervention into how critical pedagogy can be taught. While it is often the case that students find critical pedagogy dense, inaccessible, and seemingly detached from the everyday concerns of teachers

Decision Making in Social Sciences: Between Traditions and Innovations

Springer Nature

This book explores several branches of the social sciences and their perspectives regarding their relations with decision-making processes: computer science, education, linguistics,

sociology, and management. The decision-making process in social contexts is based on the analysis of sound alternatives using evaluative criteria. Therefore, this process is one that can be rational or irrational, and can be based on knowledge and/or beliefs. A decision-making process always produces a final decision, which may or may not imply prompt action, and increases the chances of choosing the best possible alternative. The book is divided into four main parts. The concepts covered in the first part, on computer science, explore how the rise of algorithms and the growth in computing power over the years can influence decision-

making processes. In the second part, some traditional and innovative ideas and methods used in education are presented: compulsory schooling, inclusive schools, higher education, etc. In turn, the third part focuses on linguistics aspects, and examines how progress is manifested in language. The fourth part, on sociology, explores how society can be influenced by social norms, human interactions, culture, and religion. Management, regarded as a science of the decision-making process, is explored in the last part of this book. Selected organizations' strategies, objectives and resources are presented, e.g., human resources, financial

resources, and technological resources. The book gathers and presents, in a concise format, a broad range of aspects regarding the decision-making process in social contexts, making it a valuable and unique resource for the scientific community.

OLASZ PEDAGÓGIAI MODELLEK

Virágmandula

A könyv témaválasztása úttörő, Itália rendkívül izgalmas, sokszínű és tanulságos nevelésügyi örökségét hozza közel az olvasóhoz. Megelevenednek huszadik századi úttörő pedagógusok, iskolateremtők, akik radikálisan új pedagógiai rendszert alkottak. A könyv bepillantást ad a két háború közti

Olaszország nevelési elképzeléseibe is és a kurrens „Csiga-Pedagógia” elveibe. Olvasását azoknak ajánljuk, akiket érdekel a napfényes Itália történelme és pedagógiai kultúrája, jól használható szakirodalom a neveléstudomány művelőinek, kutatóknak, hallgatóknak, eredményesen lapozhatják gyakorló pedagógusok és a történelmet szerető olvasók is.

**Analfabetismo
funzionale e
strategie di
contrasto: Approcci,
sperimentazioni,
esperienze europee**

*Basilicata University
Press - BUP*

In questo volume sono presentati originali prodotti teorico-

scientifici, applicativi e sperimentali volti a individuare e promuovere strategie efficaci e innovative per combattere il fenomeno dell'analfabetismo funzionale, che si annida nelle realtà scolastiche più svantaggiate di tutti i Paesi dell'Unione Europea. Sono i risultati di ricerche collaborative effettuate nell'ambito del progetto di Partenariato Strategico Erasmus Plus, Azione-chiave K201, contrassegnato dal label europeo «Best Practice», Prévenir l'Illettrisme par des dispositifs pédagogiques innovants et la coopération avec les familles/Preventing Illiteracy through innovative pedagogical

devices and cooperation with families, (2017-2020), che ha coinvolto l'Università della Basilicata, l'Ufficio Scolastico Regionale del Piemonte (Italia), la Direction des Services Départementaux de l'Éducation Nationale (DSDEN) de l'Oise, Académie d'Amiens (Francia), l'Inspectoratul Scolar Judetean di Braila (Romania), il Konya Il Milli Egitim Mudurlugu di Konya (Turchia). Destinato a studiosi e professionisti europei impegnati nel settore dell'istruzione di ogni ordine e grado, il volume costituisce un efficace e innovativo strumento di documentazione e acquisizione di competenze professionali avanzate.

Apprendimento. Verso la comunità competente *Giapeto Editore Surl*

Il sociale interroga la pedagogia. Una nuova sensibilità culturale ed alcune positive tendenze della società civile determinano oggi una maggiore attenzione verso i problemi della formazione ed un maggior credito nei confronti della capacità di progettazione dell'agire educativo. Manca, tuttavia, quel livello di consapevole partecipazione che permetterebbe di individuare il compito educativo come espressione di esercizio della cittadinanza e quindi come leva determinante dello sviluppo e della emancipazione del gruppo sociale. Questo

lavoro a più mani, pur destinato ai professionisti del settore, intende richiamare l'attenzione verso aspetti, modelli, luoghi e contesti non sempre raggiunti con la dovuta attenzione e non sempre affrontati con scrupolo metodologico e rigore investigativo. Il tema di fondo è l'apprendimento, che viene studiato in alcuni suoi aspetti meno consueti e nella prospettiva di una comunità competente.

Discourses of Student Success *Routledge*

This book offers a linguistic ethnographic account of secondary schooling in Umbria, Italy, examining the complex intersection of language, socioeconomic class,

social persona, and school choice to provide a holistic portrait of the situatedness of student "success." The book explores the everyday sociolinguistic practices at the three types of Italian secondary schools in Umbria—the lyceum, the technical institute, and the vocational school—and the language ideologies and de facto language policies associated with them. An analysis of narrative, interviews, and classroom discourse unpacks the ways in which students are socialized by both peers and teachers into specific academic discourses and specialized forms of knowledge throughout their school careers. In those close analyses of the micro-interactional

contexts of three classrooms, drawing on a corpus of naturally occurring classroom discourse, the volume illuminates the ways in which certain forms of talk are exalted while others policed and how students either submit to or resist the social labels ascribed to them. This account contributes new insights into the ways in which educational institutions are constructed and maintained via talk. This book will be of interest to students and scholars interested in educational linguistics, linguistic anthropology, classroom discourse, streamed-tracked education systems, and education policy.

Il fenomeno della povertà educativa.

Criticità e sfide per la pedagogia contemporanea *goWare & Guerini Associati*

Che cosa si intende per povertà educativa e perché essa riguarda in particolare i minori? In che relazione stanno la povertà materiale, quella di istruzione e la mancanza di offerte socio-culturali nei territori? In che modo educatori e pedagogisti possono lavorare per contrastare le forme molteplici di impoverimento del contesto presente? A partire da questi quesiti, il testo vuole dare conto dell'attuale dibattito attorno alla povertà educativa minorile e costruire per essa un campo semantico di matrice strettamente pedagogica, connesso con una definizione

specifica della qualità delle esperienze educative. Affinché la questione sia comprensibile anche in termini concreti e ancorati alla pratica, una parte molto significativa è dedicata all'analisi di un progetto territoriale. La trattazione si rivolge ai professionisti dell'educazione, perché trovino degli strumenti adatti a predisporre esperienze educative inclusive e di qualità, ma può essere di interesse per tutti coloro che vogliano approfondire la questione e comprendere le forme molteplici che la povertà attualmente può assumere.

Le cose che ho imparato *Edizioni Mondadori*
Romanzo degli affetti

che temiamo di aver perduto e insieme saggio sulle idee che ci dividono nel XXI secolo, Le cose che ho imparato è anche la confessione, candida e a tratti ironica, dello spaesamento di questa nostra stagione.

Disabili mentali *Luigi Buccarello*

Le radici oniriche del futuro *NEMS*

"Se ti prendi cura dei tuoi sogni, i tuoi sogni si prenderanno cura di te", soleva ricordare Renzo Rossin nei suoi seminari di Oniropedia. Il sogno è una porta che conduce oltre i limiti della realtà ordinaria, ci permette di affacciarci ad ampi spazi interiori e di cogliere messaggi che provengono dalla componente più saggia e profonda del nostro

essere. Le radici oniriche del futuro è un testo scritto da chi ha saputo per tutta una vita trattare i sogni con amorevolezza, creatività e sagacia. Scorrevole e ad ampio respiro, il libro è a tratti autobiografico, quasi narrativo, per diventare più didascalico in altri punti. Spazia tra informazioni, casi, citazioni e riflessioni per diventare un manifesto sull'arte dell'educazione, un invito al risveglio eco-psicologico e spirituale di cui c'è così tanto bisogno oggi.

Scienze dell'educazione e inclusione sociale

Edizioni Nuova Cultura

L'inclusione sociale è sempre più presente tra i primi posti delle agende politiche

nazionali e internazionali di questi ultimi anni. Ci si interroga sempre più sulle tematiche dello svantaggio e della povertà culturale, che sono alla base delle disuguaglianze educative e sociali. Le scienze dell'educazione sono chiamate a fornire il massimo contributo di ricerca e di intervento nell'ottica delle politiche di coesione dell'Unione Europea, proprio perché i diversi sistemi di istruzione, le politiche educative e gli interventi volti a ridurre le disuguaglianze sociali non sono ancora riusciti negli anni a ridurre i divari, le marginalizzazioni, le esclusioni, i livelli di dispersione e di iniquità nei sistemi scolastici e nella

società. Il volume raccoglie le riflessioni, gli studi e le ricerche di studiosi nazionali e internazionali, per gettare uno sguardo "pedagogico"

necessario ad indagare il sistema delle dispersioni nella scuola e nella società, e sottolineare la centralità delle relazioni e delle interconnessioni tra le diverse istituzioni educative. I diversi contributi sono stati presentati in un seminario di due giorni, organizzato dal Corso di Studi in Scienze dell'Educazione e della Formazione di Sapienza, Università di Roma. Un'occasione per aprire uno spazio di riflessione pedagogica tra esperti, professori e studenti, per approfondire la complessa tematica

dell'inclusione sociale e il ruolo che le scienze dell'educazione possono e devono svolgere.

Per un'idea di intercultura. Il modello

asistemico della scuola italiana Roma TrE-Press

Il volume affronta alcune questioni relative all'approccio interculturale nella scuola italiana, coinvolgendo i diversi attori impegnati nei processi di educazione e formazione. In particolare, l'obiettivo del lavoro è di riflettere e studiare la presenza di un'idea condivisa di educazione interculturale nella scuola, studiando i principi e i valori sottesi alle pratiche educative degli insegnanti e dei

dirigenti sul tema. Per procedere ad indagare tali questioni il lavoro di ricerca presentato si avvale di una metodologia quali-quantitativa, attraverso la costruzione e la somministrazione di un questionario a risposta chiusa per insegnanti e dirigenti partecipanti ad un Master sull'educazione interculturale e sulla multiculturalità; alcuni piccoli gruppi di insegnanti e dirigenti sono stati coinvolti anche nella realizzazione di focus-group in diverse aree geografiche d'Italia. Accanto a queste attività di ricerca sono state realizzate interviste in profondità ad esperti e testimoni privilegiati al fine di approfondire alcune questioni utili alle riflessioni conclusive

sul tema.

Che storia è questa *Celid*

L'Impero Romano, il Rinascimento, il Risorgimento e l'Unità d'Italia, Mussolini e il Ventennio fascista, la Seconda Guerra Mondiale, la Costituzione, la politica in Italia dal dopoguerra a oggi, ma anche la nascita delle industrie, il mito degli 'Italiani, brava gente', la Guerra Fredda, le grandi migrazioni, la diffusione degli elettrodomestici, l'evoluzione dei mezzi di trasporto, l'emancipazione delle donne. Che cosa sanno gli italiani del loro passato più o meno recente? La ricerca prende in esame le risposte fornite a un questionario da un campione composto da

più di cento persone di ogni età, sesso, professione. Sedici domande, nessuna volta a scandagliare la conoscenza nozionistica di date e nomi; e nessun intento di sottolineare le perle nere, gli strafalcioni, l'ignoranza delle basi fondamentali del nostro vivere civile. Se però si scopre che meno del 10% degli intervistati ha aperto la Costituzione, e che molti di coloro che l'hanno fatto si sono limitati al fatidico primo articolo, ciò significa che qualcosa, nella trasmissione del sapere, non ha funzionato. Non è tuttavia questo il dato più inquietante. La cosa più stupefacente è che la conoscenza e la coscienza del nostro passato decrescono con l'età. I giovani,

mediamente molto più acculturati delle classi d'età superiori, denunciano deficit e lacune imbarazzanti, pari a quelle dei più anziani con un bassissimo indice di scolarità. Sul banco degli accusati torna ancora una volta la scuola, intesa non come comunità di maestri e professori, in genere impegnati a dare il meglio di sé, ma come organismo umiliato dalla crescente disattenzione e dal pressapochismo della classe politica recente.

**L'educazione scientifica con lo sguardo al futuro
Connessione di contenuti e metodi in tutti gli ordini di scuola seguendo le Indicazioni Nazionali per il Curricolo**

Nuovi scenari

Armando Editore

Istituzioni di tecnologia didattica

Edizioni Studium S.r.l.

Negli ultimi anni le nostre scuole sono state invase dai dispositivi elettronici in maniera a volte indipendente dalla riflessione pedagogica sul loro impatto nei processi di insegnamento e apprendimento. Questo libro parla di strumenti digitali al servizio dell'agire didattico, cercando di evidenziare alcune delle idee chiave a partire dalle quali si può interpretare l'uso di sistemi, metodi e procedure dell'informatica applicati al mondo della scuola. Partendo dunque dal processo di miniaturizzazione della

componentistica elettronica, dal quale è derivata l'opportunità di introdurre dispositivi informatici nelle scuole, si esaminano alcuni dei fenomeni di maggiore rilevanza che si sono presentati alla ribalta della riflessione su digitale e didattica, dall'ipertestualità alla multimedialità, dalla reticolarità alla condivisione, discutendone l'impatto, la significatività e la sostenibilità.

La lettera sovversiva

Gius. Laterza & Figli Spa

Cinquant'anni fa la pubblicazione di un piccolo libro fu la scintilla di una rivoluzione. Questa è la storia di Lettera a una professoressa e della battaglia per la trasformazione della cultura da strumento di

oppressione a
elemento scuola alternativa,
indispensabile per dagli studenti come il
l'evoluzione libretto rosso per la
democratica e civile rivoluzione. Lettera a
del nostro Paese. Una una professoressa è
battaglia portata avanti stato un autentico livre
con tenacia e de chevet di una
caparbieta da don generazione,
Lorenzo Milani e dai vademecum di ogni
tanti che incontrò sulla insegnante
sua strada, primi fra democratico per
tutti Tullio De Mauro, lunghi, lunghissimi
Mario Lodi e Alex anni. Visto, ancora
Langer. È il maggio oggi, come anello
1967 quando esce, per centrale se non vero e
una piccola casa proprio punto di
editrice fiorentina, un partenza di ogni
libro dal titolo Lettera a riflessione sulla
una professoressa. necessità di riformare
L'hanno scritto don la scuola. Ma anche
Lorenzo Milani e gli come inizio della crisi
alunni della scuola di della scuola. Un libro-
Barbiana, una canonica manifesto, suo
del Mugello a pochi malgrado. Ma com'è
chilometri da Firenze. Il stato possibile che
libro viene subito l'esperimento
accolto dai linguisti pedagogico di una
come un manuale di scoletta di montagna
pedagogia e la pubblicazione di
democratica, dai poche pagine siano
professori come un diventati la scintilla di

una rivoluzione? Perché ancora oggi questa Lettera mobilita il ricordo, innesca passioni, divide e fa litigare? Perché si è fissato nella memoria collettiva come un punto di passaggio epocale non solo quando si parla di scuola ma anche di giovani, generazioni, movimenti?

Elette ed eletti

Rubbettino Editore

Da ormai diversi anni si è andato articolando un ampio dibattito e una ricca bibliografia sul gap di genere nella rappresentanza politica. Sono stati esaminati fattori, variabili e si è prestata attenzione agli stereotipi di genere. Questo volume, parte del più ampio progetto di ricerca *Elette ed eletti. Rappresentanza*

e rappresentazioni di Genere nell'Italia Repubblicana, coordinato da Patrizia Gabrielli, realizzato dall'Archivio Diaristico Nazionale di Pieve Santo Stefano, si inserisce nel dibattito nell'intento di promuovere ulteriori approfondimenti proprio a partire dallo studio dei significati che l'"universo semiotico" della politica attribuisce alle differenze di genere nello spazio pubblico. Sulla base di diverse ricerche sulle fonti a stampa e d'archivio, i saggi raccolti in questo volume esaminano le rappresentazioni sull'"uomo politico" e sulla "donna politica" nei primi vent'anni dell'Italia repubblicana e offrono un panorama su spazi, periodizzazioni e

traiettorie diverse assunte dalla rappresentanza di genere in alcuni paesi europei e negli Stati Uniti d'America. Il tema è affrontato problematicamente al fine di offrire strumenti di riflessione sulla rappresentanza e sulle pratiche discorsive che la definiscono.

Parliamo Italiano!

*Houghton Mifflin
College Division*

The Second Edition of *Parliamo italiano!* instills five core language skills by pairing cultural themes with essential grammar points. Students use culture—the geography, traditions, and history of Italy—to understand and master the language. The 60-minute *Parliamo italiano!* video features stunning, on-location

footage of various cities and regions throughout Italy according to a story line corresponding to each unit's theme and geographic focus.

Strange Tools

Macmillan

A philosopher makes the case for thinking of works of art as tools for investigating ourselves. In his new book, *Strange Tools: Art and Human Nature*, the philosopher and cognitive scientist Alva Noë raises a number of profound questions: What is art? Why do we value art as we do? What does art reveal about our nature? Drawing on philosophy, art history, and cognitive science, and making provocative use of examples from all three of these fields, Noë offers new

answers to such questions. He also shows why recent efforts to frame questions about art in terms of neuroscience and evolutionary biology alone have been and will continue to be unsuccessful.

Italian Made Simple

Crown

Whether you are planning a romantic Italian getaway, packing a knapsack for your junior year abroad, or just want to engage your Italian business associate in everyday conversation, Italian Made Simple is the perfect book for any self-learner. Void of all the non-essentials and refreshingly easy to understand, Italian Made Simple includes:

- * basics of grammar
- * vocabulary building

- exercises *
- pronunciation aids *
- common expressions *
- word puzzles and language games *
- contemporary reading selections *
- Italian culture and history *
- economic information *
- Italian-English and English-Italian dictionaries

Complete with drills, exercises, and answer keys for ample practice opportunities, Italian Made Simple will soon have you speaking Italian like a native.

Italian Project 1a

Edizioni Edilingua

The Italian project 1 is the first level of a modern multimedia course of Italian language. Suitable to adolescent and adult students. It provides a balanced information, with pleasant and amusing conversation

and useful grammatical examples. Introduces students to modern Italy and its culture.

Lorenzo Milani, the School of Barbiana and the Struggle for Social Justice *Peter Lang GmbH, Internationaler Verlag Der Wissenschaften*

This book sheds light on the work of one of the 20th century's foremost critical educators, the Italian Lorenzo Milani (1923-1967), on the 90th anniversary of his birth. It provides an exposition and critical analysis of the ideas contained in his writings, ideas that emerged from his experiences in two Tuscan localities. The work of Milani and the School of Barbiana that he directed provide

signposts for a critically and sociologically engaged pedagogy. Important themes include education and class politics; education and imperialism; education and the culture of militarization; the collective dimensions of learning and writing; peer tutoring; critical media literacy; and reading history against the grain. These ideas are analyzed with reference to similar and contrasting ideas by other international educators, scholars and thinkers. As the book argues, Milani's oeuvre contains important ingredients for a social justice-oriented critical pedagogy. The spirit for this pedagogical approach is captured in the School of Barbiana's motto 'I

care.'

**Il vero italiano 2:
Practice Makes
Perfect** *Keith A Preble*

This electronic book is a companion to our first book, *Il vero italiano: Your Guide to Speaking "Real" Italian* (also available in Google Play/Google Books). This work features exercises to help you practice the grammar, words and expressions presented in the first book. We have also included additional grammar sections called "ALT!" (Halt!) which includes some topics that were left out of the first book. There is also a section of appendices at the end of the book which includes useful charges and lists to help in your endeavor to speak and learn Italian!

Europa al plurale

Armando Editore

Partendo dalla premessa che tra le cause della crisi dell'Unione Europea vi è la scarsa diffusione del multilinguismo, gli Autori ribadiscono a viva voce l'importanza di insegnare meglio nelle scuole le lingue straniere, fin dalla più tenera età degli alunni. I giovani, infatti, vivono oggi in un presente impoverito dalla incapacità di leggere e conoscere i bandi e le leggi comunitarie. Il saggio intende arricchire, con adeguati strumenti di analisi e narrazione, il bagaglio di conoscenze linguistiche dei docenti e degli alunni europei.

**Modern Italian
Grammar** *Psychology
Press*

This new edition of the

Modern Italian Grammar is an innovative reference guide to Italian, combining traditional and function-based grammar in a single volume. With a strong emphasis on contemporary usage, all grammar points and functions are richly illustrated with examples.

Implementing feedback from users of the first edition, this text includes clearer explanations, as well as a greater emphasis on areas of particular difficulty for learners of Italian. Divided into two sections, the book covers: traditional grammatical categories such as word order, nouns, verbs and adjectives

language functions and notions such as giving and seeking information, describing processes and results, and expressing likes, dislikes and preferences. This is the ideal reference grammar for learners of Italian at all levels, from beginner to advanced. No prior knowledge of grammatical terminology is needed and a glossary of grammatical terms is provided. This Grammar is complemented by the Modern Italian Grammar Workbook Second Edition which features related exercises and activities.

**Aggiornamenti
sociali**