Encyclopaideia 2007-2016. Index

___

Luca Ghirotto

University of Bologna

Action Research

Baldacci, M.

> *Pedagogical Research and the Logic of Complexity.* n° 26, 29-36. (ITALIANO)

Prezzi, M.

> *The inter-retroactions of the Power within educational setting. The transforming action among pupils 7th/8th graders.* n° 21, 141-162. (ITALIANO)

Sabatano, F.

> *Inclusive education in risk's contexts.* n° 43, 21-53. (ITALIANO)

Adolescence

Burgio, G.

> *Adolescent Eros. The homosexual desire as educational challenge.* n° 26, 49-72. (ITALIANO)

Capobianco, A.

> *The application of ethnographic method in the study of digital media.* n° 41, 37-60. (ITALIANO) (ENGLISH)

Cavana, L.

> *Commitment in educational practice. Piero Bertolini's ideas on maladjustment and juvenile delinquency.* n° 45, 53-66. (ITALIANO)(ENGLISH)

Adult Education (see Adult Learning)

Adult Learning (see also Professional Development; Teacher Education)

Barros, R.

The Portuguese Recognition of Prior Learning (RPL) policy agenda – examining a volatile panacea by means of ethno-phenomenological interpretations. n° 40, 53-68. (ENGLISH)

Izzo, F.

The Painting of Adults Between Artistry and Technology of Self. A Qualitative Research in Lifelong Learning. n° 35, 109-132. (ITALIANO)

Milana, M., Rasmussen, P. & Holford, J.

Public Policy and the 'Sustainability' of Adult Education. n° 40, 3-13. (ENGLISH)

Milana, M. & McBain, L.

Adult education in the United States of America: A critical examination of national policy (1998-2014). n° 40, 34-52. (ENGLISH)

Scardicchio, A.C.

About reliability of joyful learning. From Isomorphism between Knowledge and Play to "Neurodidatics Skills" of Trainers. n° 38, 52-66. (ITALIANO)

Smythe, S.

Communities are where it all happens': Tracing discourses of sustainability in the destatisation of adult literacy education in British Columbia, Canada. n° 40, 14-33. (ENGLISH)

Soggie, N.A.

Transcending Discursive Conflict. An Existential Phenomenological Investigation into Higher Educational Leadership. n° 32, 11-38. (ENGLISH)

Webb, S.

Using the experiences of skilled migrants to reflect on continuing education policies for workforce and sustainable development. n° 40, 69-86. (ENGLISH)

Wesselink, R. & Giaffredo, S.

Competence-based education to develop digital competence. n° 42, 25-42. (ENGLISH)

Art (see Art Education)

Art Education

Anceschi, A.

Intertextuality, Transcoding and Intermediality: Tools for an Interartistic Education. n° 43, 85-104. (ITALIANO)

Bonifacio, F.G.

From Invisible Cities to "Places" of the Imagination: play, art and the educational transfiguration of daily life. n° 24, 73-91. (ITALIANO)

Cloonan, T.F.

The Employment of the Phenomenological Psychological Method in the Service of Art Education. n° 27, 93-122. (ITALIANO)

Dallari, M.

Epistemological Licences and poetical resources of knowledge. n° 30, 77-100. (ITALIANO)

Izzo, F.

The Painting of Adults Between Artistry and Technology of Self. A Qualitative Research in Lifelong Learning. n° 35, 109-132. (ITALIANO)

Assessment

Boselli, G.

A study about possible phenomenological foundations for a "system" evaluation, scientifically reliable and sharable by schools. n° 30, 43-57. (ITALIANO)

Boselli, G.

On phenomenological pedagogy as an accountable science: the risks of homogenisation, the adventure of diversity. n° 26, 127-132. (ITALIANO)

Carugati, F.

The assessment of scientific production in Academy: notes and reflections. n° 25, 141-160. (ITALIANO)

Dutto, M.G.

Marks at school: a heritage from the past to remove or a resource to revisit for the future? n° 30, 59-64. (ITALIANO)

Farnè, R.

For a competitive Education. n° 25, 69-88. (ITALIANO)

Farnè, R.

Pedagogy and Assessment in Human Sciences Research. An Introduction. n° 25, 65-68. (ITALIANO)

Gris, R.

Digital Competence: general problems and experimental practices concerning highschools. n° 42, 3-7. (ITALIANO)

Kushner, S.

Rediscovering educational Purpose in Educational Evaluation. n° 26, 9-28. (ENGLISH)

Lee, S.J. & Walsh, D.

Resistance & Accommodation: Social Justice Education for Immigrant Youth in the Era of High Stakes Testing. n° 34, 17-38. (ENGLISH)

Mana, N., Mich, O., Sugliano, A.M. &; Hwang, H.K.

Validation of an ICT system supporting Competence-Based Education. n° 42, 66-76. (ENGLISH)

Melucci, A. & Seganti, M.

Evaluation of the whole school's capacity of educating and teaching. n° 30, 75-85. (ITALIANO)

Montalbetti, K.

Evaluating in the school context: knowledge and improvement. n° 31, 115-126. (ITALIANO)

Previtali, D.

The evaluation of professional skills. n° 30, 65-73. (ITALIANO)

Pringle, J., Plebani, M.

Thomson Reuters and Human Sciences Research Assessment. n° 25, 119-128. (ITALIANO)

Tolomelli, A. & Demozzi, S.

Research and Assessment in Human Sciences. What perspectives? n° 25, 129-140. (ITALIANO)

Soggie, N.A.

Fear of Looking at the Self. A Phenomenological Analysis of Self Evaluation Anxiety in Education. n° 26, 73-84. (ENGLISH)

Sugliano, A.M.

Toward a Certification of Digital Competences acquired at School: a proposal. n° 42, 77-108. (ITALIANO)

Autobiography (see Narratives; Writing)

Bertolini Piero (see also Phenomenological Pedagogy)

Artoni, M.

Politics, Participation, Education: a very challenge encounter. n° 22, 121-131. (ITALIANO)

Biffi, E.

An unexpected encounter: educational science and psychoanalysis in the phenomenological pedagogy of Piero Bertolini. n° 45, 67-81. (ITALIANO) (ENGLISH)

Biffi, E.

Phenomenological-Mind: between story-telling and testimony. n° 22, 133-141. (ITALIANO)

Cavana, L.

Commitment in educational practice. Piero Bertolini's ideas on maladjustment and juvenile delinquency. n° 45, 53-66. (ITALIANO)(ENGLISH)

Dallari, M.

About Piero Bertolini as Master. n° 22, 81-95. (ITALIANO)

Farnè, R.

For the Phenomenology of Play. n° 45, 30-52. (ITALIANO) (ENGLISH)

Ghirotto, L.

Pedagogy and Ethic as sciences of experience. n° 22, 143-153. (ITALIANO)

Ghirotto, L.

Research Method and Phenomenological Pedagogy. Reflections from Piero Bertolini. n° 45, 82-95. (ITALIANO)(ENGLISH)

Iori, V.

The phenomenological-existential pedagogy. n° 22, 97-120. (ITALIANO)

Iori, V.

The scholar who created and breath life to the phenomenological pedagogy in Italy. n° 45, 18-29. (ITALIANO)

Mazzoni, V.

Authority and Freedom, a dialogue with the master. n° 22, 155-167. (ITALIANO)

Schenetti, M.

Pain as a way to know and to get to know oneself. n° 22, 169-181. (ITALIANO)

Tarozzi, M.

Introduction. Antonio Erbetta, a phenomenologist of the crisis. n° 36, 11-18. (ITALIANO)

Tarozzi, M.

Introducing Bertolini and his pedagogy as a rigorous science. n° 45, 5-17. (ENGLISH)

Body

Bortolotti, A.

Educational Risk and Motoric Experiences. An educational intervention of Outdoor Adventure Education. n° 26, 85-112. (ITALIANO)

Ceruti, M. & Damiano, L.

Enactive Embodiment, Cognition, and Dialogical Relationship. n° 37, 19-46. (ITALIANO)

Cescato, S.

To see a World in a Grain of Sand. The role of the Present Moment in the study of the Educational Experience. n° 41, 4-20. (ITALIANO)

Lazzarini, A.

Reading the City. Shaping Time and Space within the Plot of a Story. n° 35, 39-58. (ITALIANO)

Migliorino, N.

Experiencing the gesture of care. Paths and crossroads into the forming body. n° 31, 91-101. (ITALIANO)

Olivieri, F.

The Emergence of Self in Person-Centered Approach. n° 35, 59-87. (ITALIANO)

Pastore, S. & Pentassuglia, M.

Teaching as Dance. An Ethnographic Pathway for studies on Teaching. n° 38, 33-51. (ITALIANO)

Tanaka, S.

The Notion of Embodied Knowledge and its Range. n° 37, 47-66. (ENGLISH)

Tarozzi, M. & Francesconi, D.

Introduction. For a phenomenologically grounded embodied education. n° 37, 11-17. (ITALIANO)

Watanabe, T.

From Spiegelberg's "I-am-me" Experience to the Solipsistic Experience: Towards a Phenomenological Understanding. n° 29, 91-114. (ENGLISH)

Care

Augelli, A.

Limit and frailty: the exercise of chance and self-care in socio-medical training paths. n° 39, 95-105. (ITALIANO)

Bruzzone, D.

The "human factor" and the phenomenological approach in the education of healthcare professionals. n° 39, 21-32. (ITALIANO)(ENGLISH)

Fisogni, P.

The Origins of the Moral Sense and the Role of Caring in Early Infancy. n° 41, 83-101. (ENGLISH)

Hallowell, D.A.

Phenomenological Perspectives in Caring Professions Curriculum. n° 31, 19-29. (ENGLISH)

Carroll Lewis (see Children's Literature)

Childhood

Boone, D.J., Ehrich, L.C. & Lidstone, J.

Researching With and For Young Children: Congruence and Authenticity in Methodology. n° 25, 45-62. (ENGLISH)

Campagnaro, M.

Educating to Observe. Pedagogic Considerations on Picturebooks. n° 35, 89-108. (ITALIANO)

Chakir, K.

From hate speech to respectful speech in the preschool education system. n° 46, 120-142. (ITALIANO)

Faggioli, R.

Doing experience on skin. The formation of professional experience in newly hired preschool teachers. n° 29, 67-89. (ITALIANO)

Fisogni, P.

The Origins of the Moral Sense and the Role of Caring in Early Infancy. n° 41, 83-101. (ENGLISH)

Mazzoni, V.

Naturalistic Inquiry and Research for Children. n° 44, 43-56. (ITALIANO)

Schenetti, M.

Pain as a way to know and to get to know oneself. n° 22, 169-181. (ITALIANO)

Children (see Childhood)

Children Research (see Childhood)

Children's Literature

Beseghi, E.

The Dream of Alice. Alice's Adventures in Wonderland in 150 Years. n° 43, 5-20. (ITALIANO)

Bonifacio, F.G.

From Invisible Cities to "Places" of the Imagination: play, art and the educational transfiguration of daily life. n° 24, 73-91. (ITALIANO)

Campagnaro, M.

Educating to Observe. Pedagogic Considerations on Picturebooks. n° 35, 89-108. (ITALIANO)

Dallari, M.

A Metacognitive Contrivance Called Text. n° 35, 11-37. (ITALIANO)

Grilli, G. & Terrusi, M.

Migrant readers and wordless books: visual narratives' inclusive experience. n° 38, 67-90. (ITALIANO)

Citizenship Education

Artoni, M.

Politics, Participation, Education: a very challenge encounter. n° 22, 121-131. (ITALIANO)

Biagini, M.

From the pedagogical point of view. Phenomenological-linguistic analysis of an educative statement. n° 32, 99-111. (ITALIANO)

Biagini, M.

Subject and Research of the Other: Discovering the Educational Liberal Model. n° 25, 25-44. (ITALIANO)

Chakir, K.

From hate speech to respectful speech in the preschool education system. n° 46, 120-142. (ITALIANO)

Cortesão, L., Silva, R., Neves, F. & Vieira, C.

Identity(ies), Citizenship(s), and Migration: A Complex Relationship. n° 33, 51-70. (ENGLISH)

Fabbro, F. & Felini, D.

Media Education and Media Activism: Possible Convergences for a Participatory Citizenship. n° 32, 39-62. (ITALIANO)

Giachery, G.

For an education as a critic to society. Ethical-political horizons of Antonio Erbetta thinking. n° 36, 79-98. (ITALIANO)

Hamann, E.T., Vandeyar, S. & Eckerson, J.

Rural Latino High School Students Considering Identity and Belonging Through Comparative Study of Newcomer Youth in South Africa. n° 34, 75-94. (ENGLISH)

Iori, V.

Social Welfare Organization: towards a Phenomenological Gap Analysis. n° 31, 11-18. (ITALIANO)

Kushner, S.

Rediscovering educational Purpose in Educational Evaluation. n° 26, 9-28. (ENGLISH)

Milana, M. & McBain, L.

Adult education in the United States of America: A critical examination of national policy (1998-2014). n° 40, 34-52. (ENGLISH)

Pinelli, G.

Young people's ethical representations about citizenship. An empirically-based exploration. n° 32, 113-131. (ITALIANO)

Piussi, A.M.

The Free Meaning of Freedom. The stake of a desirable civility. n° 29, 11-46. (ITALIANO)

Puka, E.

Education and participation of women in politics. An empirical investigation. n° 46, 143-157. (ENGLISH)

Rogers, J.

True Democracy. Youth Organizing, Electoral Engagement, and the Struggle for Social Justice. n° 33, 113-134. (ENGLISH)

Smythe, S.

Communities are where it all happens': Tracing discourses of sustainability in the destatisation of adult literacy education in British Columbia, Canada. n° 40, 14-33. (ENGLISH)

Tamez, C.V.

Democratising education policy making or legitimising discourse? An analysis of the new Lifelong   Learning Law in the Basque Country. n° 40, 87-103. (ENGLISH)

Cooperative Learning (see Learning)

Counseling

Batini, F.

Narrative Counseling and Life Skills. n° 26, 37-48. (*ENGLISH*)

Carey, J.C. & Bertolani, J.

Could School Counselors be the Solution to Some of Italy's Important Problems in Education? n° 24, 93-114. (*ENGLISH*)

Critical Pedagogy

Apple, M.W.

Global Crises, Social Justice, and Teacher Education. n° 33, 21-50. (*ENGLISH*)

Artoni, M.

Politics, Participation, Education: a very challenge encounter. n° 22, 121-131. (ITALIANO)

Digennaro, S. & Borgogni, A.

The bounded rationality of the educational choices. n° 41, 21-36. (ITALIANO)

Locke, S. & Ovando, C.J.

South-South Migration: Unwelcome Nicaraguan Neighbors in Costa Rica. n° 33, 135-158. (ENGLISH)

Orellana, M.F. & Johnson, S.J.

"Anchor Babies" and Dreams Deferred: Public Discourse about Immigrant Children and Implications for Civic and Educational Rights. n° 33, 71-87. (ENGLISH)

Piussi, A.M.

The Free Meaning of Freedom. The stake of a desirable civility. n° 29, 11-46. (ITALIANO)

Prezzi, M.

The inter-retroactions of the Power within educational setting. The transforming action among pupils $7^{th}/8^{th}$ graders. n° 21, 141-162. (ITALIANO)

Rogers, J.

True Democracy. Youth Organizing, Electoral Engagement, and the Struggle for Social Justice. n° 33, 113-134. (ENGLISH)

Smythe, S.

> *Communities are where it all happens': Tracing discourses of sustainability in the destatisation of adult literacy education in British Columbia, Canada.* n° 40, 14-33. (ENGLISH)

Tamez, C.V.

> *Democratising education policy making or legitimising discourse? An analysis of the new Lifelong   Learning Law in the Basque Country.* n° 40, 87-103. (ENGLISH)

Ventura, M.

> *School failure and equity in Italian school system: a possible contribution from critical pedagogy.* n° 32, 63-98. (*ITALIANO*)

Wreden-Sadeq, V., & Arnove, R.F.

> *Many Cultures, One Family at the Newcomers School.* n° 34, 39-56. (ENGLISH)

Curriculum (see School)

Delinquency (see Inclusion)

Democracy (see Citizenship Education; Critical Pedagogy)

Democratic Education (see Citizenship Education; Critical Pedagogy)

Dialogical Method (see Research Methods)

Diaspora (see Intercultural Education)

Digital Competencies (see Media Education)

Digital Media (see Media Education)

Disability's Studies (see Inclusion)

Diversity

Boselli, G.

On phenomenological pedagogy as an accountable science: the risks of homogenisation, the adventure of diversity. n° 26, 127-132. (ITALIANO)

Sabatano, F.

Inclusive education in risk's contexts. n° 43, 21-53. (ITALIANO)

Dropout (see Learning; School)

E-Learning (see Learning)

Embodiment (see also Body)

Ceruti, M. & Damiano, L.

Enactive Embodiment, Cognition, and Dialogical Relationship. n° 37, 19-46. (ITALIANO)

Hünefeldt, T.

Mindreading with Peirce. An inquiry into the transcendental-philosophical conditions of psychological research on "Theory of Mind". n° 24, 51-71. (ENGLISH)

Kelly, M.R.

The high roads of sense: Husserl's critique of Neuroscience. n° 23, 151-170. (ITALIANO)

Legrand, D.

Is it Good to Know? Bodily Self-Knowledge and Otherness. n° 37, 67-90. (ENGLISH)

Runggaldier, E.

Persons as Endurers. n° 23, 31-44. (ENGLISH)

Tanaka, S.

The Notion of Embodied Knowledge and its Range. n° 37, 47-66. (ENGLISH)

Tarozzi, M. & Francesconi, D.

Introduction. For a phenomenologically grounded embodied education. n° 37, 11-17. (ITALIANO)

Watanabe, T.

> *From Spiegelberg's "I-am-me" Experience to the Solipsistic Experience: Towards a Phenomenological Understanding.* n° 29, 91-114. (ENGLISH)

Empathy

Cappa, S.F. & Canessa, N.

> *The Social Brain: A New Frontier for Neuroscience.* n° 23, 117-130. (*ENGLISH*)

Ceruti, M. & Damiano, L.

> *Enactive Embodiment, Cognition, and Dialogical Relationship.* n° 37, 19-46. (ITALIANO)

Peterkin, A., Baker, A., Bloom, R. & Marks, N.

> *Reflecting on healthcare and self-care in the Intensive Care Unit: our story.* n° 39, 74-82. (ENGLISH)

Empowerment (see Teacher Education)

Epoché (see Phenomenological Pedagogy; Phenomenological Philosophy)

Erbetta Antonio

Calvetto, S.

> *Education and Morality in Antonio Erbetta Critical Reflection. Roots of a Cultural Perspective.* n° 36, 59-77. (ITALIANO)

Giachery, G.

> *For an education as a critic to society. Ethical-political horizons of Antonio Erbetta thinking.* n° 36, 79-98. (ITALIANO)

Madrussan, E.

> *Antonio Erbetta: A Brief Bio-bibliographical Note.* n° 36, 23-26. (*ITALIANO*)(ENGLISH)

Madrussan, E.

> *Antonio Erbetta and Encyclopaideia: A Cultural Entrepreneurship Between Commitment and Radicalism.* n° 36, 27-49. (*ITALIANO*).

Papi, F.

Erbetta Interpreting Banfi. n° 36, 51-58. (ITALIANO)

Tarozzi, M.

Introduction. Antonio Erbetta, a phenomenologist of the crisis. n° 36, 11-18. (ITALIANO)

Ethics

Bruzzone, D.

The "human factor" and the phenomenological approach in the education of healthcare professionals. n° 39, 21-32. (ITALIANO)(ENGLISH)

Fisogni, P.

The Origins of the Moral Sense and the Role of Caring in Early Infancy. n° 41, 83-101. (ENGLISH)

Ghirotto, L.

Pedagogy and Ethic as sciences of experience. n° 22, 143-153. (ITALIANO)

Irvine, C.

The Ethics of Self-Care in Caring Professions. n° 39, 45-54. (ENGLISH)

Legrand, D.

Is it Good to Know? Bodily Self-Knowledge and Otherness. n° 37, 67-90. (ENGLISH)

Pinelli, G.

Young people's ethical representations about citizenship. An empirically-based exploration. n° 32, 113-131. (ITALIANO)

Ethnography

Barros, R.

The Portuguese Recognition of Prior Learning (RPL) policy agenda – examining a volatile panacea by means of ethno-phenomenological interpretations. n° 40, 53-68. (ENGLISH)

Bove, C.

Pedagogy and Educational Research. Not only words. n° 23, 131-150. (ITALIANO)

Capobianco, A.

The application of ethnographic method in the study of digital media. n° 41, 37-60. (ITALIANO)   (ENGLISH)

Mencacci, E.

Between remembrance technology and the production of truth: memory and narrative in asylum   politics. n° 41, 61-82. (ITALIANO)

Pastore, S. & Pentassuglia, M.

Teaching as Dance. An Ethnographic Pathway for studies on Teaching. n° 38, 33-51. (ITALIANO)

Evaluation (see Assessment)

Evidence Based Learning (see also Learning)

Cera, R.

From scientifically based research to evidence based learning. n° 44, 25-42. (ITALIANO)

Family Education

Moscato, M.T.

Crisis of the educational process in marital conflict. A pedagogical study. n° 38, 9-32. (ITALIANO)

Fantasy (see Imagination)

Freire Paulo (see Critical Pedagogy)

Gender

Burgio, G.

Adolescent Eros. The homosexual desire as educational challenge. n° 26, 49-72. (ITALIANO)

Da Costa, R.B.

At hesitant doors: the lived experience of women in STEM. ° 46, 158-176. (ENGLISH)

Piussi, A.M.

The Free Meaning of Freedom. The stake of a desirable civility. n° 29, 11-46. (ITALIANO)

Puka, E.

Education and participation of women in politics. An empirical investigation. n° 46, 143-157. (ENGLISH)

Giorgi Amedeo (see Phenomenological Research Method)

Globalization

Apple, M.W.

Global Crises, Social Justice, and Teacher Education. n° 33, 21-50. (*ENGLISH*)

Lee, S.J. & Walsh, D.

Resistance & Accommodation: Social Justice Education for Immigrant Youth in the Era of High Stakes Testing. n° 34, 17-38. (ENGLISH)

Locke, S. & Ovando, C.J.

South-South Migration: Unwelcome Nicaraguan Neighbors in Costa Rica. n° 33, 135-158. (ENGLISH)

Wreden-Sadeq, V., & Arnove, R.F.

Many Cultures, One Family at the Newcomers School. n° 34, 39-56. (ENGLISH)

Grounded Theory (see also Qualitative Research Method)

Cherubini, L.

An original blueprint of Grounded Theory Design: a critical reflection. n° 21, 101-118 (ENGLISH)

Ghirotto, L.

Social Justice Education in Italy: A Qualitative Study of Migrant Students from a Capability Approach Perspective. n° 34, 57-73. (ENGLISH)

Zannini, L., Gambacorti-Passerini, M.B.

Coherence between data gathering technique and data analysis method in qualitative studies. A research experience based on leukemia survivors' narratives. n° 44, 89-105. (ITALIANO)

Healthcare

Augelli, A.

Keep to facts: A professional competence. n° 31, 41-48. (*ITALIANO*)

Augelli, A.

Limit and frailty: the exercise of chance and self-care in socio-medical training paths. n° 39, 95-105. (ITALIANO)

Bruzzone, D.

The "human factor" and the phenomenological approach in the education of healthcare professionals. n° 39, 21-32. (ITALIANO)(ENGLISH)

De Monticelli, R., & Bruzzone, D.

Holding senses and heart. Dialogue on phenomenology as a method in social work. n° 31, 103-111. (ITALIANO)

Hallowell, D.A.

Phenomenological Perspectives in Caring Professions Curriculum. n° 31, 19-29. (ENGLISH)

Iori, V.

Social Welfare Organization: towards a Phenomenological Gap Analysis. n° 31, 11-18. (ITALIANO)

Iori, V. & Bruzzone, D.

Social, educational, healthcare work: phenomenological perspectives for training. Introduction. n° 31, 9-10. (ITALIANO)

Irvine, C.

The Ethics of Self-Care in Caring Professions. n° 39, 45-54. (ENGLISH)

Kristoffersen, K.

The cleansing Narrative. Narratives about Illness, Relief and Power. n° 26, 113-126. (ENGLISH)

Pérez Jáuregui, I. & Rosso, V.

Search for meaning, work-stress and burnout syndrome. A phenomenological-existential approach. *n° 31, 59-73.* (ENGLISH)

Peterkin, A., Baker, A., Bloom, R. & Marks, N.

Reflecting on healthcare and self-care in the Intensive Care Unit: our story. n° 39, 74-82. (ENGLISH)

Pino, M.

Reflecting on an educational intervention: discursive practices' analysis in a group of alcoholic. n° 24, 31-49. (ITALIANO)

Vatne, S.

Development of Professional Knowledge in Action. Experiences from an Action Science Design Focusing on 'Acknowledging Communication' in Mental Health. n° 24, 9-29. (ENGLISH)

Zannini, L.

Self-care needs in healthcare contexts: how to gather, read and fulfill them. n° 39, 33-44. (ITALIANO)

Zannini, L.

The role of medical humanities in educating to the caring work. n° 31, 75-89. (ITALIANO)

Healthcare Professionals (see Professional Development)

High School (see School)

Homosexuality (see Gender)

Human Sciences Research (see Research Methods)

Illustration (see Children's Literature)

Imagination

Bonifacio, F.G.

From Invisible Cities to "Places" of the Imagination: play, art and the educational transfiguration of daily life. n° 24, 73-91. (ITALIANO)

Campagnaro, M.

Educating to Observe. Pedagogic Considerations on Picturebooks. n° 35, 89-108. (ITALIANO)

Dallari, M.

When words tighten images: Polyalphabetic writings and new perspectives of learning and interpretation. n° 30, 11-39. (ITALIANO)

Immigration (see Intercultural Education)

Immigration Policy (see Intercultural Education)

Inclusion

Cavana, L.

Commitment in educational practice. Piero Bertolini's ideas on maladjustment and juvenile delinquency. n° 45, 53-66. (ITALIANO)(ENGLISH)

Mencacci, E.

Between remembrance technology and the production of truth: memory and narrative in asylum politics. n° 41, 61-82. (ITALIANO)

Pino, M.

Reflecting on an educational intervention: discursive practices' analysis in a group of alcoholic. n° 24, 31-49. (ITALIANO)

Redente, S.

The bond among Italian Sign Language and writing. n° 24, 115-131. (ITALIANO)

Sabatano, F.

Inclusive education in risk's contexts. n° 43, 21-53. (ITALIANO)

Zappella, E.

The route of hiring employees with disabilities in small and medium enterprises in Lombardy: the employers' voice. n° 43, 69-84. (ITALIANO)

Infancy (see Childhood)

Intentionality (see Phenomenological Pedagogy; Phenomenological Philosophy)

Interaction (see Social Relations)

Intercultural Education

Apple, M.W.

Global Crises, Social Justice, and Teacher Education. n° 33, 21-50. (*ENGLISH*)

Burgio, G.

When Interculturality faces a Diaspora. The Transnational Tamil Identity. n° 44, 106-128. (ENGLISH)

Cortesão, L., Silva, R., Neves, F. & Vieira, C.

Identity(ies), Citizenship(s), and Migration: A Complex Relationship. n° 33, 51-70. (ENGLISH)

Giusti, M.

Dialogue between disciplines at the "Third Bicocca's Intercultural Day": Crossing views on educational and linguistic research. n° 38, 113-120. (ITALIANO)

Grilli, G. & Terrusi, M.

Migrant readers and wordless books: visual narratives' inclusive experience. n° 38, 67-90. (ITALIANO)

Hamann, E.T., Vandeyar, S. & Eckerson, J.

Rural Latino High School Students Considering Identity and Belonging Through Comparative Study of Newcomer Youth in South Africa. n° 34, 75-94. (ENGLISH)

Lee, S.J. & Walsh, D.

Resistance & Accommodation: Social Justice Education for Immigrant Youth in the Era of High Stakes Testing. n° 34, 17-38. (ENGLISH)

Locke, S. & Ovando, C.J.

> *South-South Migration: Unwelcome Nicaraguan Neighbors in Costa Rica.* n° 33, 135-158. (ENGLISH)

Malsbary, C.B.

> *"Assimilation, but to What Mainstream?": Immigrant Youth in a Super-Diverse High School.* n° 33, 89-112. (ENGLISH)

Malsbary, C.B.

> *Introduction to Special Issue: International Migration and Social Justice Education (Vol. 2).* n° 34, 11-14. (ENGLISH)

Malsbary, C.B. & Torres, C.A.

> *International Migration and Social Justice Education. Volume 1. The Politics of Belonging, Citizenship and Identity. Introduction.* n° 33, 9-19. (ENGLISH)

Malusà, G.

> *Sharing for building. Efficacy processes of Cooperative Learning in multicultural contexts of primary   school.* n° 38, 92-112. (ITALIANO)

Mencacci, E.

> *Between remembrance technology and the production of truth: memory and narrative in asylum   politics.* n° 41, 61-82. (ITALIANO)

Orellana, M.F. & Johnson, S.J.

> *"Anchor Babies" and Dreams Deferred: Public Discourse about Immigrant Children and Implications for Civic and Educational Rights.* n° 33, 71-87. (ENGLISH)

Sugiyama, S.

> *Seeking equilibrium: A study of how college students with diverse cultural backgrounds experience mobile communication in everyday.* n° 28, 133-154. (ENGLISH)

Webb, S.

> *Using the experiences of skilled migrants to reflect on continuing education policies for workforce and   sustainable development.* n° 40, 69-86. (ENGLISH)

Wreden-Sadeq, V., & Arnove, R.F.

> *Many Cultures, One Family at the Newcomers School.* n° 34, 39-56. (ENGLISH)

Interdisciplinarity

Anceschi, A.

Intertextuality, Transcoding and Intermediality: Tools for an Interartistic Education. n° 43, 85-104. (ITALIANO)

Cauli, G.

Neurophenomenology and Metacognition. n° 23, 77-96. (ENGLISH)

Digennaro, S. & Borgogni, A.

The bounded rationality of the educational choices. n° 41, 21-36. (ITALIANO)

Wesselink, R. & Giaffredo, S.

Competence-based education to develop digital competence. n° 42, 25-42. (ENGLISH)

Intersubjectivity (see Social Relations)

Interview (see Research Technique)

Learning

Alerby, E. & Hertting, K.

A Quite Ordinary Day in a Quite Ordinary Classroom: Alfred Schutz's Theory About the Phenomenology of the Social World in School. n° 29, 47-65. (ENGLISH)

Batini, F.

What steps toward school learning? n° 42, 8-24. (ENGLISH)

Brinkmann, M.

Phenomenological research in education. A systematic overview of German phenomenological pedagogy from the beginnings up to today. n° 45, 9-114. (ENGLISH)

Cera, R.

From scientifically based research to evidence based learning. n° 44, 25-42. (ITALIANO)

Dallari, M.

When words tighten images: Polyalphabetic writings and new perspectives of learning and interpretation. n° 30, 11-39. (ITALIANO)

Digennaro, S. & Borgogni, A.

The bounded rationality of the educational choices. n° 41, 21-36. (ITALIANO)

Gris, R.

Digital Competence: general problems and experimental practices concerning highschools. n° 42, 3-7. (ITALIANO)

Legrand, D.

Is it Good to Know? Bodily Self-Knowledge and Otherness. n° 37, 67-90. (ENGLISH)

Malakalaka, T. E., Myburgh, C. & Poggenpoel, M.

Secondary School Learners' Experience of Aggression in a Classroom in Alexandra Township, South Africa. n° 36, 101-123. (ENGLISH)

Malusà, G.

Sharing for building. Efficacy processes of Cooperative Learning in multicultural contexts of primary school. n° 38, 92-112. (ITALIANO)

Mana, N., Mich, O., Sugliano, A.M. &; Hwang, H.K.

Validation of an ICT system supporting Competence-Based Education. n° 42, 66-76. (ENGLISH)

Mazzoni, V.

Interpreting experiences within associations in educational way. n° 21, 119-140. (ITALIANO)

Redente, S.

The bond among Italian Sign Language and writing. n° 24, 115-131. (ITALIANO)

Ronchetti, M., Chiozzi, G. & Gris, R.

eSchooling: an ICT-based approach to compentence- based education. n° 42, 43-65. (ENGLISH)

Roth, W-M.

On the Birth of the Intentional Orientation to Knowledge. n° 37, 91-126. (ENGLISH)

Scardicchio, A.C.

About reliability of joyful learning. From Isomorphism between Knowledge and Play to "Neurodidatics Skills" of Trainers. n° 38, 52-66. (ITALIANO)

Seta, L.

Learning in Mobility. n° 28, 111-132. (ITALIANO)

Tanaka, S.

The Notion of Embodied Knowledge and its Range. n° 37, 47-66. (ENGLISH)

Life Stories (see Narratives)

Linguistic

Biagini, M.

From the pedagogical point of view. Phenomenological-linguistic analysis of an educative statement. n° 32, 99-111. (ITALIANO)

Blum, M.E.

Discerning Individual Style in Student Writing: A Phenomenological Pedagogy. n° 24, 133-152. (ENGLISH)

Life-Long Learning (see Adult Learning)

Maladjustment (see Inclusion)

Media Education

Aguado, J.M. & Martinez, I.J.

Liquid Digital Selves: Mobile Media Implicit Cultures, Social Relations and Identity Management. n° 28, 63-88. (ENGLISH)

Capobianco, A.

The application of ethnographic method in the study of digital media. n° 41, 37-60. (ITALIANO) (ENGLISH)

Cooren, F. & Bencherki, N.

> *How Things do Things With Words: Ventriloquism, Passion and Technology.* n° 28, 35-62. (ENGLISH)

Fabbro, F. & Felini, D.

> *Media Education and Media Activism: Possible Convergences for a Participatory Citizenship.* n° 32, 39-62. (ITALIANO)

Fortunati, L.

> *Afterword: De-structuring the meaning of the mobile phone.* n° 28, 155-176. (ENGLISH)

Gris, R.

> *Digital Competence: general problems and experimental practices concerning highschools.* n° 42, 3-7. (ITALIANO)

Seta, L.

> *Learning in Mobility.* n° 28, 111-132. (ITALIANO)

Sugiyama, S.

> *Seeking equilibrium: A study of how college students with diverse cultural backgrounds experience mobile communication in everyday.* n° 28, 133-154. (ENGLISH)

Sugliano, A.M.

> *Toward a Certification of Digital Competences acquired at School: a proposal.* n° 42, 77-108. (ITALIANO)

Ronchetti, M., Chiozzi, G. & Gris, R.

> *eSchooling: an ICT-based approach to compentence- based education.* n° 42, 43-65. (ENGLISH)

Wesselink, R. & Giaffredo, S.

> *Competence-based education to develop digital competence.* n° 42, 25-42. (ENGLISH)

Media Ethnography (see Ethnography)

Medical Humanities (see also Healthcare; Care)

Augelli, A.

> *Keep to facts: A professional competence.* n° 31, 41-48. (ITALIANO)

Augelli, A.

Limit and frailty: the exercise of chance and self-care in socio-medical training paths. n° 39, 95-105. (ITALIANO)

Bruzzone, D.

The "human factor" and the phenomenological approach in the education of healthcare professionals. n° 39, 21-32. (ITALIANO)(ENGLISH)

De Monticelli, R., & Bruzzone, D.

Holding senses and heart. Dialogue on phenomenology as a method in social work. n° 31, 103-111. (ITALIANO)

Irvine, C.

The Ethics of Self-Care in Caring Professions. n° 39, 45-54. (ENGLISH)

Kristoffersen, K.

The cleansing Narrative. Narratives about Illness, Relief and Power. n° 26, 113-126. (ENGLISH)

Mapelli, M.

Learning to let go. Education on end-of-life accompaniment. n° 39, 106-116. (ITALIANO)

Palmieri, C.

Being a caring "presence": caring for the care experience. n° 39, 64-73. (ITALIANO)(ENGLISH)

Peterkin, A., Baker, A., Bloom, R. & Marks, N.

Reflecting on healthcare and self-care in the Intensive Care Unit: our story. n° 39, 74-82. (ENGLISH)

Zannini, L.

Self-care needs in healthcare contexts: how to gather, read and fulfill them. n° 39, 33-44. (ITALIANO)

Zannini, L.

The role of medical humanities in educating to the caring work. n° 31, 75-89. (ITALIANO)

Metacognition

Cauli, G.

Neurophenomenology and Metacognition. n° 23, 77-96. (*ENGLISH*)

Metaphor (see Narratives)

Migration (see Intercultural Education)

Minors (see Adolescence)

Mirror Neurons (see Neuroscience)

Mobile Media (see Media Education)

Mobility (see Media Education)

Moral Sense (see Ethics)

Moustakas Clark (see Phenomenological Research Method)

Narrative Medicine (see Medical Humanities; Narratives)

Narrative Thinking (see Narratives)

Narratives

Batini, F.

Narrative Counseling and Life Skills. n° 26, 37-48. (*ENGLISH*)

Biffi, E.

Phenomenological-Mind: between story-telling and testimony. n° 22, 133-141. (ITALIANO)

Bonifacio, F.G.

From Invisible Cities to "Places" of the Imagination: play, art and the educational transfiguration of daily life. n° 24, 73-91. (ITALIANO)

Burgio, G.

Adolescent Eros. The homosexual desire as educational challenge. n° 26, 49-72. (ITALIANO)

Castiglioni, M.

Educating teachers to use the practice of writing as a professional tool. n° 43, 54-68. (ITALIANO)

Dallari, M.

A Metacognitive Contrivance Called Text. n° 35, 11-37. (ITALIANO)

Dallari, M.

Epistemological Licences and poetical resources of knowledge. n° 30, 77-100. (ITALIANO)

Dallari, M.

When words tighten images: Polyalphabetic writings and new perspectives of learning and interpretation. n° 30, 11-39. (ITALIANO)

Grilli, G. & Terrusi, M.

Migrant readers and wordless books: visual narratives' inclusive experience. n° 38, 67-90. (ITALIANO)

Irvine, C.

The Ethics of Self-Care in Caring Professions. n° 39, 45-54. (ENGLISH)

Kristoffersen, K.

The cleansing Narrative. Narratives about Illness, Relief and Power. n° 26, 113-126. (ENGLISH)

Lazzarini, A.

Reading the City. Shaping Time and Space within the Plot of a Story. n° 35, 39-58. (ITALIANO)

Mencacci, E.

Between remembrance technology and the production of truth: memory and narrative in asylum politics. n° 41, 61-82. (ITALIANO)

Zannini, L., Gambacorti-Passerini, M.B.

Coherence between data gathering technique and data analysis method in qualitative studies. A research experience based on leukemia survivors' narratives. n° 44, 89-105. (ITALIANO)

Neurophenomenology (see Neuroscience)

Neuroscience

Cappa, S.F. & Canessa, N.

The Social Brain: A New Frontier for Neuroscience. n° 23, 117-130. (*ENGLISH*)

Cauli, G.

Neurophenomenology and Metacognition. n° 23, 77-96. (*ENGLISH*)

Hünefeldt, T.

Mindreading with Peirce. An inquiry into the transcendental-philosophical conditions of psychological research on "Theory of Mind". n° 24, 51-71. (*ENGLISH*)

Kelly, M.R.

The high roads of sense: Husserl's critique of Neuroscience. n° 23, 151-170. (ITALIANO)

Petit, J-L.

From Brain Resonance to Intersubjectivity: Are We by Now Bridging the Gap? n° 23, 97-116. (ENGLISH)

Scardicchio, A.C.

About reliability of joyful learning. From Isomorphism between Knowledge and Play to "Neurodidatics Skills" of Trainers. n° 38, 52-66. (ITALIANO)

Ontology

Baker, L.R.

Persons: Natural, Yet Ontologically Unique. n° 23, 17-30. (ENGLISH)

Conni, C.

Persons: A Matter of Formal Experiential Structures. n° 23, 65-76. (*ENGLISH*)

De Monticelli, R.

Are Persons More than Social Objects? The Emergence of Persons: Nature and Society. n° 23, 11-16. (*ENGLISH*)

De Monticelli, R.

The Phenomenological Revolution and the Emergence of Persons. n° 22, 9-29. (*ENGLISH*)

Fabbri, M.

Listening to reality: a dialogue among new realism and weak thought. n° 37, 149-177. (ITALIANO)

Ferraris, M.

Idioms. n° 23, 45-64. (*ENGLISH*)

Runggaldier, E.

Persons as Endurers. n° 23, 31-44. (ENGLISH)

Outdoor Education

Bortolotti, A.

Educational Risk and Motorist Experiences. An educational intervention of Outdoor Adventure Education. n° 26, 85-112. (ITALIANO)

Farnè, R.

For the Phenomenology of Play. n° 45, 30-52. (ITALIANO) (ENGLISH)

Parenting

Moscato, M.T.

Crisis of the educational process in marital conflict. A pedagogical study. n° 38, 9-32. (ITALIANO)

Participation

Artoni, M.

Politics, Participation, Education: a very challenge encounter. n° 22, 121-131. (ITALIANO)

Da Costa, R.B.

At hesitant doors: the lived experience of women in STEM. n° 46, 158-176. (ENGLISH)

Fabbro, F. & Felini, D.

Media Education and Media Activism: Possible Convergences for a Participatory Citizenship. n° 32, 39-62. (ITALIANO)

Mazzoni, V.

Interpreting experiences within associations in educational way. n° 21, 119-140. (ITALIANO)

Puka, E.

Education and participation of women in politics. An empirical investigation. n° 46, 143-157. (ENGLISH)

Rogers, J.

True Democracy. Youth Organizing, Electoral Engagement, and the Struggle for Social Justice. n° 33, 113-134. (ENGLISH)

Person

Baker, L.R.

Persons: Natural, Yet Ontologically Unique. n° 23, 17-30. (ENGLISH)

Ceruti, M. & Damiano, L.

Enactive Embodiment, Cognition, and Dialogical Relationship. n° 37, 19-46. (ITALIANO)

Conni, C.

Persons: A Matter of Formal Experiential Structures. n° 23, 65-76. (*ENGLISH*)

De Monticelli, R.

Are Persons More than Social Objects? The Emergence of Persons: Nature and Society. n° 23, 11-16. (*ENGLISH*)

De Monticelli, R.

The Phenomenological Revolution and the Emergence of Persons. n° 22, 9-29. (*ENGLISH*)

Runggaldier, E.

Persons as Endurers. n° 23, 31-44. (ENGLISH)

Phenomenological Pedagogy

Bertolini, P.

An unpublished work. n° 22, 183-195. (ITALIANO)

Biffi, E.

An unexpected encounter: educational science and psychoanalysis in the phenomenological pedagogy of Piero Bertolini. n° 45, 67-81. (ITALIANO) (ENGLISH)

Biffi, E.

Phenomenological-Mind: between story-telling and testimony. n° 22, 133-141. (ITALIANO)

Brinkmann, M.

Phenomenological research in education. A systematic overview of German phenomenological pedagogy from the beginnings up to today. n° 45, 9-114. (ENGLISH)

Caronia, L. & Katz, J.E.

Between the Subject's Agency and the Strength of Things. An Introduction. n° 28, 11-34. (ENGLISH)

Cavana, L.

Commitment in educational practice. Piero Bertolini's ideas on maladjustment and juvenile delinquency. n° 45, 53-66. (ITALIANO)(ENGLISH)

Dallari, M.

About Piero Bertolini as Master. n° 22, 81-95. (ITALIANO)

Dallari, M.

When words tighten images: Polyalphabetic writings and new perspectives of learning and interpretation. n° 30, 11-39. (ITALIANO)

Farnè, R.

For the Phenomenology of Play. n° 45, 30-52. (ITALIANO) (ENGLISH)

Gallagher, S.

Natural Pedagogy and Social Interaction. n° 37, 127-145. (ENGLISH)

Ghirotto, L.

Pedagogy and Ethic as sciences of experience. n° 22, 143-153. (ITALIANO)

Ghirotto, L.

> *Research Method and Phenomenological Pedagogy. Reflections from Piero Bertolini.* n° 45, 82-95. (ITALIANO)(ENGLISH)

Iori, V.

> *The phenomenological-existential pedagogy.* n° 22, 97-120. (ITALIANO)

Iori, V.

> *The scholar who created and breath life to the phenomenological pedagogy in Italy.* n° 45, 18-29. (ITALIANO)

Madrussan, E.

> *Antonio Erbetta and Encyclopaideia: A Cultural Entrepreneurship Between Commitment and Radicalism* n° 36, 27-49. (ITALIANO)

Madrussan, E.

> *Improved commitment in educational search for meaning.* n° 42, 109-128. (ENGLISH)

Mazzoni, V.

> *Authority and Freedom, a dialogue with the master.* n° 22, 155-167. (ITALIANO)

Roth, W-M.

> *On the Birth of the Intentional Orientation to Knowledge.* n° 37, 91-126. (ENGLISH)

Schenetti, M.

> *Pain as a way to know and to get to know oneself.* n° 22, 169-181. (ITALIANO)

Tarozzi, M. & Francesconi, D.

> *Introduction. For a phenomenologically grounded embodied education.* n° 37, 11-17. (*ITALIANO*)

Tarozzi, M.

> *Introducing Bertolini and his pedagogy as a rigorous science.* n° 45, 5-17. (ENGLISH)

Versace, A.

> *The "educational daemon".* n° 46, 177-188. (ITALIANO)

Phenomenological Philosophy

Baker, L.R.

> *Persons: Natural, Yet Ontologically Unique.* n° 23, 17-30. (ENGLISH)

Conni, C.

> *Persons: A Matter of Formal Experiential Structures.* n° 23, 65-76. (*ENGLISH*)

Contini, A.

> *Care and relationship.* n° 31, 31-40. (*ITALIANO*)

De Monticelli, R.

> *Are Persons More than Social Objects? The Emergence of Persons: Nature and Society.* n° 23, 11-16. (*ENGLISH*)

De Monticelli, R.

> *The Phenomenological Revolution and the Emergence of Persons.* n° 22, 9-29. (*ENGLISH*)

Ferraris, M.

> *Idioms.* n° 23, 45-64. (*ENGLISH*)

Gallagher, S.

> *Natural Pedagogy and Social Interaction.* n° 37, 127-145. (ENGLISH)

Giorgi, A.

> *The Contrasting Approaches of Postmodernity and Phenomenology to the Limits of the Empirical Paradigm in Psychology.* n° 22, 31-52. (ENGLISH)

Hünefeldt, T.

> *Mindreading with Peirce. An inquiry into the transcendental-philosophical conditions of psychological research on "Theory of Mind".* n° 24, 51-71. (ENGLISH)

Kelly, M.R.

> *The high roads of sense: Husserl's critique of Neuroscience.* n° 23, 151-170. (ITALIANO)

Madrussan, E.

> *Improved commitment in educational search for meaning.* n° 42, 109-128. (ENGLISH)

Petit, J-L.

> *From Brain Resonance to Intersubjectivity: Are We by Now Bridging the Gap?* n° 23, 97-116. (ENGLISH)

Runggaldier, E.

    Persons as Endurers. n° 23, 31-44. (ENGLISH)

Soggie, N.A.

    Fear of Looking at the Self. A Phenomenological Analysis of Self Evaluation Anxiety in Education. n° 26, 73-84. (ENGLISH)

Tanaka, S.

    The Notion of Embodied Knowledge and its Range. n° 37, 47-66. (ENGLISH)

Watanabe, T.

    From Spiegelberg's "I-am-me" Experience to the Solipsistic Experience: Towards a Phenomenological Understanding. n° 29, 91-114. (ENGLISH)

Phenomenological Research Method

Applebaum, M.

    Critical Reflections on Phenomenological Methods of Moustakas and Van Manen. n° 21, 65-76. (ITALIANO)

Applebaum, M.

    Phenomenological Psychology Research as Science. n° 27, 57-92. (ITALIANO)

Artoni, M. & Tarozzi, M.

    Phenomenology as Method and Research Philosophy in Human Sciences. n° 27, 11-22. (ITALIANO)

Boone, D.J., Ehrich, L.C. & Lidstone, J.

    Researching With and For Young Children: Congruence and Authenticity in Methodology. n° 25, 45-62. (ENGLISH)

Brinkmann, M.

    Phenomenological research in education. A systematic overview of German phenomenological pedagogy from the beginnings up to today. n° 45, 9-114. (ENGLISH)

Cloonan, T.F.

    The Employment of the Phenomenological Psychological Method in the Service of Art Education. n° 27, 93-122. (ITALIANO)

Englander, M.

The Interview: Data Collection in Descriptive Phenomenological Human Scientific Researching in human sciences phenomenological descriptive research. n° 27, 33-56. (ITALIANO)

Ghirotto, L.

*Research Method and Phenomenological Pedagogy. Reflections from Piero Bertolin*i. n° 45, 82-95. (ITALIANO)(ENGLISH)

Giorgi, A.

Introduction to the Descriptive Phenomenological Psychological Method. n° 27, 23-32. (ITALIANO)

Giorgi, A.

The Contrasting Approaches of Postmodernity and Phenomenology to the Limits of the Empirical Paradigm in Psychology. n° 22, 31-52. (ENGLISH)

Marshall, E.A.

Mapping Approaches to Phenomenological and Narrative Data Analysis. n° 25, 9-24. (*ENGLISH*)

Vatne, S.

Development of Professional Knowledge in Action. Experiences from an Action Science Design Focusing on 'Acknowledging Communication' in Mental Health. n° 24, 9-29. (ENGLISH)

Physical Education (see Outdoor Education)

Picturebook (see Children's Literature)

Play

Bonifacio, F.G.

From Invisible Cities to "Places" of the Imagination: play, art and the educational transfiguration of daily life. n° 24, 73-91. (ITALIANO)

Farnè, R.

For the Phenomenology of Play. n° 45, 30-52. (ITALIANO) (ENGLISH)

Poetry (see Narratives)

Politics (see Citizenship Education)

Post-graduate Education (see University)

Preschool (see Childhood)

Primary School (see School)

Professional Development

Augelli, A.

Keep to facts: A professional competence. n° 31, 41-48. (*ITALIANO*)

Biffi, E.

*'Case writing' as a research strategy for the educational profession*s. n° 39, 117-134. (ITALIANO)

Bruzzone, D.

The "human factor" and the phenomenological approach in the education of healthcare professionals. n° 39, 21-32. (ITALIANO)(ENGLISH)

Carr, E.C.J., Galvin, K.T. & Todres, L.

Facilitating nourished scholarship through cohort supervision in a professional doctorate programme. n° 27, 125-146. (ENGLISH)

Castiglioni, M.

Educating teachers to use the practice of writing as a professional tool. n° 43, 54-68. (ITALIANO)

De Monticelli, R., & Bruzzone, D.

Holding senses and heart. Dialogue on phenomenology as a method in social work. n° 31, 103-111. (ITALIANO)

Hallowell, D.A.

Phenomenological Perspectives in Caring Professions Curriculum. n° 31, 19-29. (ENGLISH)

Iori, V.

Social Welfare Organization: towards a Phenomenological Gap Analysis. n° 31, 11-18. (ITALIANO)

Iori, V. & Bruzzone, D.

Social, educational, healthcare work: phenomenological perspectives for training. Introduction. n° 31, 9-10. (ITALIANO)

Irvine, C.

The Ethics of Self-Care in Caring Professions. n° 39, 45-54. (ENGLISH)

Musi, E.

Caring for those who care. The working group as a resource. n° 39, 83-94. (ITALIANO)

Musi, E.

Opening up time, living the possibility: the essence of social work. n° 31, 49-57. (ITALIANO)

Palmieri, C.

Being a caring "presence": caring for the care experience. n° 39, 64-73. (ITALIANO)(ENGLISH)

Pérez Jáuregui, I. & Rosso, V.

Search for meaning, work-stress and burnout syndrome. A phenomenological-existential approach. n° 31, 59-73. (ENGLISH)

Previtali, D.

The evaluation of professional skills. n° 30, 65-73. (ITALIANO)

Vatne, S.

Development of Professional Knowledge in Action. Experiences from an Action Science Design Focusing on 'Acknowledging Communication' in Mental Health. n° 24, 9-29. (ENGLISH)

Zannini, L.

Self-care needs in healthcare contexts: how to gather, read and fulfill them. n° 39, 33-44. (ITALIANO)

Zannini, L.

The role of medical humanities in educating to the caring work. n° 31, 75-89. (ITALIANO)

Psychoanalysis

Biffi, E.

An unexpected encounter: educational science and psychoanalysis in the phenomenological pedagogy of Piero Bertolini. n° 45, 67-81. (ITALIANO) (ENGLISH)

Biffi, E.

'Case writing' as a research strategy for the educational professions. n° 39, 117-134. (ITALIANO)

Qualitative Research Method (see also Research Methods)

Applebaum, M.

Critical Reflections on Phenomenological Methods of Moustakas and Van Manen. n° 21, 65-76. (ITALIANO)

Applebaum, M.

Phenomenological Psychology Research as Science. n° 27, 57-92. (ITALIANO)

Artoni, M. & Tarozzi, M.

Phenomenology as Method and Research Philosophy in Human Sciences. n° 27, 11-22. (ITALIANO)

Boone, D.J., Ehrich, L.C. & Lidstone, J.

Researching With and For Young Children: Congruence and Authenticity in Methodology. n° 25, 45-62. (ENGLISH)

Bove, C.

Pedagogy and Educational Research. Not only words. n° 23, 131-150. (ITALIANO)

Cescato, S.

To see a World in a Grain of Sand. The role of the Present Moment in the study of the Educational Experience. n° 41, 4-20. (ITALIANO)

Cherubini, L.

An original blueprint of Grounded Theory Design: a critical reflection. n° 21, 101-118 (ENGLISH)

Englander, M.

The Interview: Data Collection in Descriptive Phenomenological Human Scientific Researching in human sciences phenomenological descriptive research. n° 27, 33-56. (ITALIANO)

Ghirotto, L.

Research Method and Phenomenological Pedagogy. Reflections from Piero Bertolini. n° 45, 82-95. (ITALIANO)(ENGLISH)

Giorgi, A.

Introduction to the Descriptive Phenomenological Psychological Method. n° 27, 23-32. (ITALIANO)

Izzo, F.

The Painting of Adults Between Artistry and Technology of Self. A Qualitative Research in Lifelong Learning. n° 35, 109-132. (ITALIANO)

Marshall, E.A.

Mapping Approaches to Phenomenological and Narrative Data Analysis. n° 25, 9-24. (ENGLISH)

Mazzoni, V.

Naturalistic Inquiry and Research for Children. n° 44, 43-56. (ITALIANO)

Sorzio, P.

Sensitizing concepts as balance points in qualitative inquiry. Methodological reflections upon a multi-site research. n° 44, 10-24. (ITALIANO)

Zannini, L., Gambacorti-Passerini, M.B.

Coherence between data gathering technique and data analysis method in qualitative studies. A research experience based on leukemia survivors' narratives. n° 44, 89-105. (ITALIANO)

Re-education

Cavana, L.

> *Commitment in educational practice. Piero Bertolini's ideas on maladjustment and juvenile delinquency.* n° 45, 53-66. (ITALIANO)(ENGLISH)

Research Methods

Applebaum, M.

> *Critical Reflections on Phenomenological Methods of Moustakas and Van Manen.* n° 21, 65-76. (ITALIANO)

Applebaum, M.

> *Phenomenological Psychology Research as Science.* n° 27, 57-92. (ITALIANO)

Artoni, M. & Tarozzi, M.

> *Phenomenology as Method and Research Philosophy in Human Sciences.* n° 27, 11-22. (ITALIANO)

Baldacci, M.

> *Pedagogical Research and the Logic of Complexity.* n° 26, 29-36. (ITALIANO)

Biffi, E.

> *'Case writing' as a research strategy for the educational professions.* n° 39, 117-134. (ITALIANO)

Boone, D.J., Ehrich, L.C. & Lidstone, J.

> *Researching With and For Young Children: Congruence and Authenticity in Methodology.* n° 25, 45-62. (ENGLISH)

Bove, C.

> *Pedagogy and Educational Research. Not only words.* n° 23, 131-150. (ITALIANO)

Cera, R.

> *From scientifically based research to evidence based learning.* n° 44, 25-42. (ITALIANO)

Cescato, S.

> *Visible and invisible in the visual data. Video-analysis in education: methodological issues.* n° 44, 73-88. (ITALIANO)

Cherubini, L.

An original blueprint of Grounded Theory Design: a critical reflection. n° 21, 101-118 (ENGLISH)

Englander, M.

The Interview: Data Collection in Descriptive Phenomenological Human Scientific Researching in human sciences phenomenological descriptive research. n° 27, 33-56. (ITALIANO)

Giorgi, A.

Introduction to the Descriptive Phenomenological Psychological Method. n° 27, 23-32. (ITALIANO)

Giorgi, A.

The Contrasting Approaches of Postmodernity and Phenomenology to the Limits of the Empirical Paradigm in Psychology. n° 22, 31-52. (ENGLISH)

Lenoir, Y.

Educational Research in Quebec: Development, Issues, and Conceptions. n° 25, 89-118. (ENGLISH)

Mazzoni, V.

Naturalistic Inquiry and Research for Children. n° 44, 43-56. (ITALIANO)

Pinelli, G.

Young people's ethical representations about citizenship. An empirically-based exploration. n° 32, 113-131. (ITALIANO)

Pino, M.

Reflecting on an educational intervention: discursive practices' analysis in a group of alcoholic. n° 24, 31-49. (ITALIANO)

Tolomelli, A. & Demozzi, S.

Research and Assessment in Human Sciences. What perspectives? n° 25, 129-140. (ITALIANO)

Research Technique

Boone, D.J., Ehrich, L.C. & Lidstone, J.

Researching With and For Young Children: Congruence and Authenticity in Methodology. n° 25, 45-62. (ENGLISH)

Bove, C.

Pedagogy and Educational Research. Not only words. n° 23, 131-150. (ITALIANO)

Bove, C. & Sità, C.

Connecting voices in research. Supporting experiences of collaborative inquiry between researchers and practitioners. n° 44, 57-72. (ITALIANO)

Cescato, S.

Visible and invisible in the visual data. Video-analysis in education: methodological issues. n° 44, 73-88. (ITALIANO)

Englander, M.

The Interview: Data Collection in Descriptive Phenomenological Human Scientific Researching in human sciences phenomenological descriptive research. n° 27, 33-56. (ITALIANO)

Marshall, E.A.

Mapping Approaches to Phenomenological and Narrative Data Analysis. n° 25, 9-24. *(ENGLISH)*

Risk (see also Inclusion)

Bortolotti, A.

Educational Risk and Motoric Experiences. An educational intervention of Outdoor Adventure Education. n° 26, 85-112. (ITALIANO)

Cavana, L.

Commitment in educational practice. Piero Bertolini's ideas on maladjustment and juvenile delinquency. n° 45, 53-66. (ITALIANO)(ENGLISH)

Sabatano, F.

Inclusive education in risk's contexts. n° 43, 21-53. (ITALIANO)

School

Batini, F.

*What steps toward school learning:*n° 42, 8-24. (ENGLISH)

Boselli, G.

A study about possible phenomenological foundations for a "system" evaluation, scientifically reliable and sharable by schools. n° 30, 43-57. (ITALIANO)

Boselli, G.

On phenomenological pedagogy as an accountable science: the risks of homogenisation, the adventure of diversity. n° 26, 127-132. (ITALIANO)

Carey, J.C. & Bertolani, J.

Could School Counselors be the Solution to Some of Italy's Important Problems in Education? n° 24, 93-114. (*ENGLISH*)

Dutto, M.G.

Marks at school: a heritage from the past to remove or a resource to revisit for the future? n° 30, 59-64. (ITALIANO)

Faggioli, R.

Doing experience on skin. The formation of professional experience in newly hired preschool teachers. n° 29, 67-89. (ITALIANO)

Farnè, R.

For a competitive Education. n° 25, 69-88. (ITALIANO)

Gris, R.

Digital Competence: general problems and experimental practices concerning highschools. n° 42, 3-7. (ITALIANO)

Kushner, S.

Rediscovering educational Purpose in Educational Evaluation. n° 26, 9-28. (ENGLISH)

Malsbary, C.B.

"Assimilation, but to What Mainstream?": Immigrant Youth in a Super-Diverse High School. n° 33, 89-112. (ENGLISH)

Malusà, G.

Sharing for building. Efficacy processes of Cooperative Learning in multicultural contexts of primary school. n° 38, 92-112. (ITALIANO)

Mana, N., Mich, O., Sugliano, A.M. &; Hwang, H.K.

Validation of an ICT system supporting Competence-Based Education. n° 42, 66-76. (ENGLISH)

Melucci, A.

Re-thinking education along with post-human scenarios. n° 46, 189-196. (ITALIANO)

Melucci, A. & Seganti, M.

Evaluation of the whole school's capacity of educating and teaching. n° 30, 75-85. (ITALIANO)

Montalbetti, K.

Evaluating in the school context: knowledge and improvement. n° 31, 115-126. (ITALIANO)

Ventura, M.

Exploratory analysis of emotional lived experiences in difficult school environments. n° 22, 53-78. (ITALIANO)

Ventura, M.

School failure and equity in Italian school system: a possible contribution from critical pedagogy. n° 32, 63-98. (*ITALIANO*)

Ronchetti, M., Chiozzi, G. & Gris, R.

eSchooling: an ICT-based approach to compentence- based education. n° 42, 43-65. (ENGLISH)

Sugliano, A.M.

Toward a Certification of Digital Competences acquired at School: a proposal. n° 42, 77-108. (ITALIANO)

Schutz Alfred

Alerby, E. & Hertting, K.

A Quite Ordinary Day in a Quite Ordinary Classroom: Alfred Schutz's Theory About the Phenomenology of the Social World in School. n° 29, 47-65. (ENGLISH)

Self (see Body)

Self-Care (see Care)

Self-Evaluation (see Assessment)

Social Cognition (see Social Relations)

Social Justice Education

Apple, M.W.

Global Crises, Social Justice, and Teacher Education. n° 33, 21-50. (*ENGLISH*)

Cortesão, L., Silva, R., Neves, F. & Vieira, C.

Identity(ies), Citizenship(s), and Migration: A Complex Relationship. n° 33, 51-70. (ENGLISH)

Ghirotto, L.

Social Justice Education in Italy: A Qualitative Study of Migrant Students from a Capability Approach Perspective. n° 34, 57-73. (ENGLISH)

Hamann, E.T., Vandeyar, S. & Eckerson, J.

Rural Latino High School Students Considering Identity and Belonging Through Comparative Study of Newcomer Youth in South Africa. n° 34, 75-94. (ENGLISH)

Lee, S.J. & Walsh, D.

Resistance & Accommodation: Social Justice Education for Immigrant Youth in the Era of High Stakes Testing. n° 34, 17-38. (ENGLISH)

Malsbary, C.B.

"Assimilation, but to What Mainstream?": Immigrant Youth in a Super-Diverse High School. n° 33, 89-112. (ENGLISH)

Malsbary, C.B.

Introduction to Special Issue: International Migration and Social Justice Education (Vol. 2). n° 34, 11-14. (ENGLISH)

Malsbary, C.B. & Torres, C.A.

International Migration and Social Justice Education. Volume 1. The Politics of Belonging, Citizenship and Identity. Introduction. n° 33, 9-19. (ENGLISH)

Milana, M. & McBain, L.

Adult education in the United States of America: A critical examination of national policy (1998-2014). n° 40, 34-52. (ENGLISH)

Milana, M., Rasmussen, P. & Holford, J.

Public Policy and the 'Sustainability' of Adult Education. n° 40, 3-13. (ENGLISH)

Orellana, M.F. & Johnson, S.J.

"Anchor Babies" and Dreams Deferred: Public Discourse about Immigrant Children and Implications for Civic and Educational Rights. n° 33, 71-87. (ENGLISH)

Rogers, J.

True Democracy. Youth Organizing, Electoral Engagement, and the Struggle for Social Justice. n° 33, 113-134. (ENGLISH)

Ventura, M.

School failure and equity in Italian school system: a possible contribution from critical pedagogy. n° 32, 63-98. (ITALIANO)

Webb, S.

Using the experiences of skilled migrants to reflect on continuing education policies for workforce and   sustainable development. n° 40, 69-86. (ENGLISH)

Zappella, E.

The route of hiring employees with disabilities in small and medium enterprises in Lombardy: the   employers' voice. n° 43, 69-84. (ITALIANO)

Social Networks (see Media Education)

Social Neuroscience (see Neuroscience)

Social Relations

Aguado, J.M. & Martinez, I.J.

Liquid Digital Selves: Mobile Media Implicit Cultures, Social Relations and Identity Management. n° 28, 63-88. (ENGLISH)

Alerby, E. & Hertting, K.

A Quite Ordinary Day in a Quite Ordinary Classroom: Alfred Schutz's Theory About the Phenomenology of the Social World in School. n° 29, 47-65. (ENGLISH)

Cescato, S.

To see a World in a Grain of Sand. The role of the Present Moment in the study of the Educational Experience. n° 41, 4-20. (ITALIANO)

Cooren, F. & Bencherki, N.

How Things do Things With Words: Ventriloquism, Passion and Technology. n° 28, 35-62. (ENGLISH)

De Monticelli, R.

Are Persons More than Social Objects? The Emergence of Persons: Nature and Society. n° 23, 11-16. (*ENGLISH*)

Ferraris, M.

Idioms. n° 23, 45-64. (*ENGLISH*)

Gallagher, S.

Natural Pedagogy and Social Interaction. n° 37, 127-145. (ENGLISH)

Lugano, G.

Do only computers scale? On the cognitive and social aspects of scalability. n° 28, 89-110. (ENGLISH)

Mazzoni, V.

Interpreting experiences within associations in educational way. n° 21, 119-140. (ITALIANO)

Olivieri, F.

The Emergence of Self in Person-Centered Approach. n° 35, 59-87. (ITALIANO)

Petit, J-L.

From Brain Resonance to Intersubjectivity: Are We by Now Bridging the Gap? n° 23, 97-116. (ENGLISH)

Stories (see Narratives)

Story-telling (see Narratives)

Teacher Education

Apple, M.W.

Global Crises, Social Justice, and Teacher Education. n° 33, 21-50. (*ENGLISH*)

Biffi, E.

'Case writing' as a research strategy for the educational professions. n° 39, 117-134. (ITALIANO)

Carey, J.C. & Bertolani, J.

Could School Counselors be the Solution to Some of Italy's Important Problems in Education? n° 24, 93-114. (*ENGLISH*)

Castiglioni, M.

Educating teachers to use the practice of writing as a professional tool. n° 43, 54-68. (ITALIANO)

Dallari, M.

Epistemological Licences and poetical resources of knowledge. n° 30, 77-100. (ITALIANO)

Faggioli, R.

Doing experience on skin. The formation of professional experience in newly hired preschool teachers. n° 29, 67-89. (ITALIANO)

Lenoir, Y.

Educational Research in Quebec: Development, Issues, and Conceptions. n° 25, 89-118. (ENGLISH)

Malakalaka, T. E., Myburgh, C. & Poggenpoel, M.

Secondary School Learners' Experience of Aggression in a Classroom in Alexandra Township, South Africa. n° 36, 101-123. (ENGLISH)

Pastore, S. & Pentassuglia, M.

Teaching as Dance. An Ethnographic Pathway for studies on Teaching. n° 38, 33-51. (ITALIANO)

Ronchetti, M., Chiozzi, G. & Gris, R.

eSchooling: an ICT-based approach to compentence- based education. n° 42, 43-65. (ENGLISH)

Sorzio, P.

Sensitizing concepts as balance points in qualitative inquiry. Methodological reflections upon a multi-site research. n° 44, 10-24. (ITALIANO)

Ventura, M.

Exploratory analysis of emotional lived experiences in difficult school environments. n° 22, 53-78. (ITALIANO)

Tamez, C.V.

Democratising education policy making or legitimising discourse? An analysis of the new Lifelong Learning Law in the Basque Country. n° 40, 87-103. (ENGLISH)

Teacher Research (see Teacher Education)

Teaching (see Teacher Education)

Tertiary Education (see University)

Testing (see Assessment)

Theory of Mind (see Neuroscience; Phenomenological Philosophy)

Training (see Professional development)

University

Carr, E.C.J., Galvin, K.T. & Todres, L.

Facilitating nourished scholarship through cohort supervision in a professional doctorate programme. n° 27, 125-146. (ENGLISH)

Carugati, F.

The assessment of scientific production in Academy: notes and reflections. n° 25, 141-160. (ITALIANO)

Pringle, J., Plebani, M.

Thomson Reuters and Human Sciences Research Assessment. n° 25, 119-128. (ITALIANO)

Soggie, N.A.

Transcending Discursive Conflict. An Existential Phenomenological Investigation into Higher Educational Leadership. n° 32, 11-38. (ENGLISH)

Sugiyama, S.

Seeking equilibrium: A study of how college students with diverse cultural backgrounds experience mobile communication in everyday. n° 28, 133-154. (ENGLISH)

Tolomelli, A. & Demozzi, S.

Research and Assessment in Human Sciences. What perspectives? n° 25, 129-140. (ITALIANO)

Van Manen Max (see Phenomenological Research Method)

Video (see also Research Technique)

Bove, C.

Pedagogy and Educational Research. Not only words. n° 23, 131-150. (ITALIANO)

Bove, C. & Sità, C.

Connecting voices in research. Supporting experiences of collaborative inquiry between researchers and practitioners. n° 44, 57-72. (ITALIANO)

Cescato, S.

Visible and invisible in the visual data. Video-analysis in education: methodological issues. n° 44, 73-88. (ITALIANO)

Visual Ethnography (see Ethnography)

Writing (see also Research Methods)

Biffi, E.

'Case writing' as a research strategy for the educational professions. n° 39, 117-134. (ITALIANO)

Blum, M.E.

Discerning Individual Style in Student Writing: A Phenomenological Pedagogy. n° 24, 133-152. (ENGLISH)

Castiglioni, M.

Educating teachers to use the practice of writing as a professional tool. n° 43, 54-68. (ITALIANO)

Dallari, M.

Epistemological Licences and poetical resources of knowledge. n° 30, 77-100. (ITALIANO)

Redente, S.

The bond among Italian Sign Language and writing. n° 24, 115-131. (ITALIANO)