

# Autori

**Giuseppe Arguto**, after obtaining a Master degree in Cultural Heritage Management, was service technician at the Civic Museum of Milano. He works as an expert in cultural promotion at the National Archaeological Museum of Volcei (Buccino – Salerno).

**Massimiliano Fiorucci** is full Professor of Education at the Department of Education, Roma Tre University, where he teaches Social and Intercultural Education and is the coordinator of CREIFOS (Research Centre of Intercultural Education and Development Education), of the Degree Course of Education Science, and of the MA in Intercultural Education. He coordinated the Ph.D. course in Pedagogy (2007-2011) and is a member of the Board of the Italian Society for Pedagogy (SIPED). He coordinates together with F. Pinto Minerva and A. Portera, the research group SIPED of “Intercultural Education”. His main scientific interests are Intercultural, Social and Adult Education. He has been a principal investigator on these topics and in many research projects. He lectured at several national and international academic/scientific conferences, has published books, articles and research reports, and is in the editorial board of several Italian and international scholarly and scientific journals.

**Stefano Gonnella** is assistant professor in Theoretical Philosophy at the Department of Educational Sciences, Humanities and Intercultural Communication at the University of Siena, Arezzo. Since 2002 he has taught Didactics of Philosophy for bachelor and master degree courses. His research activity is a part of the area of contemporary phenomenology and focused mainly on methodological issues related to the practice of phenomenological analysis applied to the hermeneutics of the image and of the figurative space. In recent years, he has been conducting research on prevention strategies for university dropouts, monitoring, and support of student careers. Among his publications: *Phenomenological Remarks on the So Called “Eidetic Imagery” of Paleolithic Depictive Representations* (1999), *Una lacrima di pietra. Apunti sulla nozione di hyle nella fenomenologia contemporanea* (2006), *Pietre viventi. Il contributo della fenomenologia all’interpretazione dell’arte preistorica* (2007), *Radical Phenomenology* (2008), *Lo specchio dell’Uroboro. Questioni preliminari per una nuova fenomenologia* (2014).

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**Stefano Maltese**, Ph.D. in Psychological and Pedagogical Sciences and *Doctor Europaeus*, was a postdoctoral research fellow at the Department of Humanities, University of Naples Federico II. His research interests address the issues of social inclusion, deviance, and marginality, with a particular focus on teenagers' living conditions. He has published articles in academic journals and essays in books as well as the volume *Traiettorie underground della formazione* (2017).

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**Francesca Marone** is a researcher at the Department of Humanities (University of Naples Federico II) and member of the Ph.D. Board in "Mind, Gender and Language". She teaches General and Social Pedagogy (Faculty of Medicine), Pedagogy of images (Cultural Heritage Management) and the Pedagogy of family relationships (in the degree courses in Psychological Sciences and Techniques); she directs the interdisciplinary laboratory *Donne Genere Formazione* (DGF) [www.dgf.unina.it](http://www.dgf.unina.it). Her research interests are: the complexity of the condition of children and families in the contemporary context; educational emergencies (intercultural dimension, pedagogy of difference, social inclusion); new media and media education.

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**Agostino Portera**, Ph.D. Univ. Freiburg, is Full Professor of Intercultural Education and Head of the Center for Intercultural Studies of the University of Verona (Italy) as well as the Director of the Master in “Intercultural Competences and Management”. He has published seven books and several articles on immigration, identity, intercultural education and intercultural competences. Among his latest books: *Manuale di pedagogia interculturale* (Handbook of Intercultural Education), Laterza, Roma 2013; *Intercultural and Multicultural Education: Enhancing Global Interconnectedness* (edited in 2011 with C.A. Grant) Routledge, New York; and *Intercultural Education and Competences for the Global World*, Newcastle, Cambridge Scholars Publishing 2016.

**Maura Striano**, Fulbright scholar, Fulbright alumna and Ph.D. in Educational Sciences at the University of Perugia, is full professor of Education at the Department of Humanities at the University of Naples, Federico II. She is the Scientific Responsible at the University of Naples Federico II for the Interuniversity Research Center on Pragmatism, Knowledge Construction and Education. She is the Coordinator of the Ph.D. course in “Mind, Gender and Language” and the Scientific Responsible of the Placement services of the Center for Active and Participatory Inclusion for Students at the University of Naples Federico II. She is co-editor of the book series “Impariamo a Pensare” (Liguori, Naples), “Dewey Studies” (Fridericiana University Press, Naples) and “Pedagogia sociale” (FrancoAngeli, Milano) as well as of the international journal *Educational Reflective Practices*. Her research has constantly developed in reference to Dewey’s educational and philosophical works with a specific focus on the development of educational practices to support social inclusion and democratic engagement.

**Concetta Tino**, PhD in Pedagogical Sciences is research fellow at the University of Padua. Her research and study interests concern work related learning and in particular the school-work alternation paradigm, theme of her doctoral dissertation, the development and evaluation of soft skills, the training of teachers and of public health system professionals.

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