

Editors' Introduction

The dialogue and discussion between philosophy and education has a long and varied history, both in terms of intra- and interdisciplinary research. This dialogue and discussion has found cause for further strengthening in recent times; and not only for the notable development of innovative technologies and diffusion of "technological culture". The continuous transformation of society (in its political-cultural orientations, in its new working needs, in its changes in value and sensitivity) influences and pushes educational institutions to innovate and adapt. This does not necessarily have positive repercussions in terms of development and improvement of educational models and/or immediate responses in terms of change and improvement of the means and places where education is given.

New problems and needs arise and require a type of research, reflection and action that calls for very different disciplines to work at an interdisciplinary level: pedagogy, philosophy, sociology, psychology, neurology, linguistics, computer science and others. Old and new educational models and educational philosophies are called to rethink their characteristics and foundations, the contribution they can offer today in response to new needs and critical issues.

A vision of the educational function that accentuates the purpose of a professional training of the student and the young person, i.e. the issue of their "job placement" in adulthood, seems to be increasingly gaining ground. We move away from ideas – such as John Dewey and Maria Montessori's ideas (among others) – which have focused holistically on the education of the child, with attention

to encouraging the maturation of his/her moral and social, civic and cultural, even spiritual skills.

This issue of Critical Hermeneutics has invited scholars to analyze and consider different educational models – old and new models, focused on practical-operational skills and/or critical knowledge and capabilities, and/or the person as a whole etc. – in reference to the innovations, changes, critical issues and new challenges that society and education present today. Attention was devoted to new educational philosophies, perspectives and models that aim to bring the education of the child and young person back to the center in a holistic and humanistic sense.

The contributions collected here come from different pedagogical and philosophical areas and are arranged according to a simple alphabetical criterion both to highlight the fertile and promising variety of perspectives and to emphasise the importance, today more than ever, of maintaining a close dialogue and discussion between philosophy and education (beyond the fences of disciplinary differentiation).

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