

Position

I am associate professor of Education at the Department of Psychology, University of Campania Luigi Vanvitelli, with PhD in Education. My research focuses on educational philosophy and theory, Heidegger, Dewey, postmodernism and Educational policies.

Responsibilities and affiliations

Chancellor's delegate for Inclusion and Disability and teaches Pedagogy and Philosophy of Education.

Coordinator of the Lifelong Learning Center.

Member of the Council of Ph.D in Sciences of Mind.

Member of Committee of Special Interest Group "Phenomenology and Existentialism in Education", with Joris Vlieghe, Norm Friesen, Stefan Ramaekers, Naomi Hodgson, David Lewin.

Coordinator of Committee SIPED "Pedagogia delle professioni della salute e della cura", with Lucia Zannini.

Fellow of North European Educational Association (NERA)

Fellow of International Network of Philosophy of Education (INPE).

Fellow of Philosophy of Education Society (PES).

Fellow of Società italiana di Pedagogia (SIPED)

Teaching

I teach Pedagogy and Philosophy of Education at the Department of Psychology.

Research

My work focuses on educational philosophy and theory as well as theories of learning and teaching. My central interest is in analysing human experiences as something at the same time behind and beyond knowing and conscious thinking. My work is informed by traditions of phenomenology (especially martin Heidegger), pragmatism (especially John Dewey) and post-structural theory.

Selected Publications

Journal's articles

"'Not-being-at-home': Subject, Freedom and Transcending in Heideggerian Educational Philosophy." *Studies in Philosophy and Education*, 37, (2018), pp. 287-300.

"Openness, newness and radical possibility in Deweyan work: a response to Jasinski." *Ethics and Education*, online first (2017) pp. 1-16.

"The Eclipse of Imagination Within Educational 'Official' Framework and Why It Should be Returned to Educational Discourse: A Deweyan Perspective." *Studies in Philosophy and Education*, vol. 36.4 (2017), pp. 443-462.

"Undergoing, Mystery, and Half-Knowledge: John Dewey's Disquieting Side." *Studies in Philosophy and Education*, vol. 35 (2015), pp. 195-215.

"Facing paradox everyday: a Heideggerian approach to the ethics of teaching." *Ethics and Education*, vol. 11.1 (2016), pp. 159-174.

- “And They Lived Happily ever after. The Fairy Tale of Radical Constructivism and von Glasersfeld Ethical Disengagement.” *Ethics and Education*, vol. 10.2 (2015), pp. 131-151.
- “Intentionality and Thinking as Hearing. A Response to Biesta’s Agenda.” *Educational Philosophy and Theory*, vol. 48.3 (2016), pp. 251-266.
- “Chasing Heideggerian circles: Freedom, call, and our educational ground.” *Educational Philosophy and Theory*, vol. 49.10 (2017), pp. 946-956.
- “The Inner (and Unavoidable?) Violence of Reason. Re-reading Heidegger via Education.” *Journal of Philosophy of Education*, vol. 39 (2015), pp. 435-455.
- “The Essential Uncertainty of Thinking: Education and Subject in John Dewey.” *Journal of Philosophy of Education*, early view (2016), pp. 1-16.
- “Cosa è evidente e cosa è fondante in educazione. Alcune riflessioni sull’Evidence-Based Education.” *Studi sulla Formazione*, vol. 2 (2013), pp. 75-86.
- “Otherness and Responsibility: Education as Uncertainty-Based Practice.” *Civitas Educationis*, vol. III.1 (2014), pp. 131-143.
- “Dal PISA-Test alla ‘Buona Scuola’. Le radici del deficit etico-democratico nelle attuali politiche scolastiche.” *Pedagogia più didattica*, vol. 2.1 (2016).
- “Narrowing Down Education. A Deweyan Perspective on the EU Educational Framework.” *European Journal of Pragmatism and American Philosophy*, vol. VIII (2016), pp. 60-76.
- “Pensiero, potere e oggettivazione. Rileggere le pratiche educative attraverso Heidegger.” *Scuola democratica*, vol. 1 (2015), pp. 237-247.
- “Il pensiero come “salto”: educazione, soggetto ed esperienza in John Dewey.” *Ricerche di Pedagogia e didattica*, vol. 11.1 (2016), pp. 81-98.
- “Emancipation, Violence, Cosmopolitan Engagement: the Inner Paradox of Education.” *Education science & society*, vol. VI (2016), pp. 167-179.
- “Riflessività e istruzione superiore: elementi per una lettura attraverso Dewey e Bateson.” *Educational reflective practices*, vol. 1 (2013), pp. 123-138.
- “Progetto e possibilità in Heidegger: la radicale apertura dell’educazione come sfida al nichilismo.” *Metis*, vol. V.I (2015), pp. 73-82.
- “PISA’s Weakness: Why Teacher Experience Matters.” *Educational Reflective Practices*, vol. 1 (2017), pp. 80-95.
- “Art and Education in Dewey: Accomplishing Unity, Bringing Newness to the Fore.” *Education and Culture*, 32.2 (2016), pp. 80-98.
- “Newness and human disclosure in Dewey and Arendt: Challenging neoliberal educational agenda.” *Policy Futures in Education*, early view (2018), pp. 1-14, doi.org/10.1177/1478210318760464.
- “Behind and Beyond Self-Mastery: Risk, Vulnerability, and Becoming Through Dewey and Heidegger.” *Interchange*, 48.1 (2017) pp. 97-115.
- “PISA’s Colonialism. Success, Money, and the Eclipse of Education.” *Power and Education*, vol. 7.1 (2015), pp. 56-72.
- “Narrowing Down Education. A Deweyan Perspective on the EU Educational Framework.” *European Journal of Pragmatism and American Philosophy*, vol. VIII (2016), pp. 60-76.
- “Education as a Leap and as Transcendence: Rereading Dewey and Heidegger via Art.” *Journal of Aesthetic Education*, vol. 51.4 (2017), pp. 60-77.

Books

Reclaiming Education in the Age of PISA. Challenging OECD’s Educational Order. London, New York: Routledge, 2017.

Soggetto, esperienza ed educazione in John Dewey. Lecce: Pensa MultiMedia, 2015

Responsabilità e incertezza nel processo formativo. Napoli: Liguori, 2012.

La formazione di fronte all'evento. Dalla semplice presenza all'assolutamente inatteso. Lecce: Pensa Multimedia, 2012.

L'irriducibile incertezza. La formazione come eccedenza. Lecce: Pensa Multimedia, 2012.

Presentation at International conferences

2018 Paper presented at *North European Educational Research Conference (NERA)*, 'Educational Research: Boundaries, Breaches and Bridges'. Title: "Authoritarian teaching and ethical disengagement. Unraveling OECD's educational gesture."

2017 Paper presented at *Philosophy of Education Society Pre-Conference*, Institute organized by *Educational Theory – Committee on Race and Ethnicity*, Seattle. Title: "Action, freedom and togetherness. Shifting the gaze: refugees' endeavour as "new beginning."

2016 Paper presented at *Dewey Conference 2016 Dewey's Democracy and Education: 100 Years on*, Cambridge University. Title: "Education and Imagination in Dewey: Enlarging Meanings, Bringing Newness to the Fore."

2016 Paper presented at *Philosophy of Education Society (PES) Conference*, Toronto. Title: "Facing paradox everyday: A Heideggerian approach to the ethics of Teaching."

2016 Paper presented at *European Educational Research Association (EERA) Conference Education and Transition. Contributions from Educational Research*, Budapest, Corvinus University. Title: "PISA's Violence: Success, Money, Exclusion."

2015 Paper presented at *Philosophy of Education Society (PES) Conference*. Title: "Indeterminateness and Going beyond. Education, Dewey and the Blues."

2015 Paper presented at *Philosophy of Education Society of Great Britain (PESGB) Conference*, Oxford, New College. Title: "The Essential Uncertainty of Thinking. Subject and Education in John Dewey."

2015 Paper presented at *International Network of Philosophy of Education (INPE) Conference Old and new generations in the 21st century: Shifting landscapes of education*, Cosenza. Title "The Crisis of Western Culture as a Foothold to Foster Cosmopolitan Engagement: the Inner Paradox of Education."

2014 Paper presented at *World Education Research Association (WERA) Conference*, Edinburgh University. Title "PISA's Weakness: Why Teachers' Knowledge Matters."

2014 Paper presented at *Comparative Education Society in Europe (CESE) Conference Governing Educational Spaces: Knowledge, Teaching, and Learning in Transition*, Freiburg University, Title "All that PISA Leaves Behind: Listening to Teachers' Knowledge."

Research projects

2018 ANVUR FFABR, Grant for research activity, Coordinator.

2017 Coordinator of 'Enhancing Adolescent Literacy' P.O.R. 2007-13.

2015 Coordinator of 'UniCon' - University of knowledge - P.O.R. 2007-13.