

Curriculum of prof. Mario Gecchele

Prof. Mario Gecchele, University Degree in Pedagogy at the University of Padua in 1975, has taught since the school year 1975/76 until February 1st 1989 at the junior High School. On that day, he has been hired at the University of Verona as a researcher for the disciplinary group 53, in the Department of Education Sciences.

From 1995 to 2004, he was named representative of the University at the Regional Institute of Researches of Trento, for the three-year class exams as professional educators. From 1990 to 2003, he has been part of the international group of studies on the conditions of elderly people (EURAG with seat in Graz), in French language, publishing essays; he's also member of the Italian Association of Pedagogy (SiPed) and of CIRSE (Italian Centre for the Historical and Educational Research).

He took part to national and international conventions, both as speaker and organiser; to the Cofin research, coordinated by prof. A. Bianchi, of the Cattolica University of Milan, to whom he gave his contribution about the diffusion of schools in Italy between 1750 and 1850 (*L'istruzione scolastica nella Verona napoleonica*); to the one of proff. R. Sani R. e G. Chiosso about Italian educationalists and educators with the preparation of 19 sheets; he has been a member of the commission of the final exam for the achievement of the Ph.D. in Education Sciences and Further Education at the University of Verona and at the faculty of Education Sciences at the Cattolica University of Milan.

In cooperation with the Province of Verona, the Veneto Region and some colleagues, he collaborated, in the role of didactic coordinator, in a master for the updating and preparation of Expert Educators in sensorial impairment (*Educatore esperto in disabilità sensoriale*) from 2008 to nowadays.

From 2013 to 2016, he was the representative of the three-year study class of Educational Sciences in the department of Human Sciences in Verona.

Teachings

He held teaching at the three-year course and master's degree of Education Sciences Primary Education, Degree in Motor Sciences: Adult Education, then History of Pedagogy in its various forms (History of schools and educational institutions, History of Pedagogy, History of Education, History of Child Education, Historical Research and Educational Services, History of Pedagogy and School). In the year 1998-99, he held the course of Pedagogy at the ISEF headquarters in Verona, then History of Pedagogy for the academic years 1999/2002; in the years 1995-1997 he held the course of Pedagogy at the CERRIS of Verona for the preparation of professional Educators of the Veneto Region and in 2001-2002, that of History of Pedagogy and of the School at the SISS of Veneto; at the Faculty of Medicine from 2005 to 2010 the course of History of Pedagogy and Experimental Pedagogy for the postgraduate degree in Science of the Health Professions of Rehabilitation.

Main topics of research

1 - The figure of the educator

The contribution to the Degree in Education Sciences from the moment of its establishment saw prof. Gecchele work on issues and problems related to the topic. From the scientific point of view the most important activity is the research on the students of Education Sciences enrolled in Verona (*Il corso di laurea in Scienze dell'Educazione. Una ricerca fra gli iscritti di Verona*, 1996, pp. 164), which was followed in 2003 by another survey on the identity of the students of Education Sciences in Verona (*Gli studenti di Scienze dell'Educazione: chi sono, perché si iscrivono*, Favretto G., FrancoAngeli, Milano, 2003, pp. 263-277).

2 – The elderly condition and the relationship between grandparents and grandchildren

On this topic he conducted several researches. If *The pedagogical problem in the third age (Il problema pedagogico nella terza età*, 1982) can be considered as an introduction, other publications focus on particular sectors, such as the relationship between grandparents and grandchildren (*Nonni-nipoti: l'immagine dei nonni nei fanciulli e nei preadolescenti*, 1985; *Nonni e nipoti: un rapporto educativo?*, 1993), the problems related to the institutionalization and animation in structures for the elderly, the social representations of this age (*L'età dei pregiudizi* -1996; *Images de la personne agée et communication* -1996, *Relations sociales et bien-etre des personnes âgées* -1999).

He participated in the international congress promoted by EURAG in 2002 in Turin on the protagonism of the elderly, coordinating a research group on family relationships and holding the ensuing report to the assembly, published in various languages (*Atti XVII Congresso Internazionale EURAG 2002*).

He was also interested in the organization of life in hospitals and then retirement homes, during the nineteenth century and the early part of the twentieth. The research was carried out basing on the analysis of historical documents kept in various Italian nursing homes, above all of the Statutes and Regulations. (*Poveri e reclusi. Dagli ospitali ai ricoveri: legislazione, statuti, condizioni di vita*, Guerini Scientifica, 2004). Still on the elderly condition, he edited a volume in 2010 entitled *Il segreto della vecchiaia. Una stagione da scoprire*, Franco Angeli, Milano).

In 2012, he focused on the assistance to the elderly in the province of Verona, with the publication: *Dalla carità all'assistenza socio-sanitaria. 200 anni dell'Istituto Assistenza Anziani di Verona*. On the relationship between grandparents and grandchildren he conducted a field research with quantitative and qualitative tools, then disseminating the results with the volume *Nonni e nipoti: un rapporto educativo?*, (M. Gecchele-G. Danza, Rezzara, Vicenza, 1993). In 2010, he returned on the same topic of the relationship grandparents-grandchildren with a couple of essays in the magazine *La Famiglia*.

In 2012, he coordinated extensive research, using the same tools used at other times to learn about the image that grandchildren have of grandparents. The volume

came out: *L'immagine dei nonni nei fanciulli e nei preadolescenti. Trent'anni di ricerche*, Pensa Multimedia, 2015, pp. 296, Siped 2016 award.

In 2018 he published the results of a research on how grandparents see their role, also attaching evidence of nonnity (*La nonnità. Testimonianze e ricerche*, Qui Edit, Verona).

3 – History of education and school

The interest about history is continuously present in the scientific curriculum of prof. Gecchele, starting from his thesis (*Rinnovamento pedagogico conciliare*), until the microhistory connected to specific territory (*San Giovanni Ilarione nella vita, nei documenti, nelle immagini*, 1984; *Il dolore della guerra. Vicende e testimonianze in val d'Alpone e dintorni*, 1995; *Enciclopedia Ilarionese*, 2007).

The historical topic inclose different areas.

After a couple of publications regarding **female education** in the last century, (*L'istituto femminile di don Nicola Mazza*, 1986; *Donna ed educazione nel XIX secolo: alcune pubblicazione a Verona*, 1991), he examined a religious congregation which since the last century, has carried out its work in the care of orphans, the elderly, the sick and in education through its many schools (*Contemplazione e azione. Le Piccole Suore della Sacra Famiglia nei primi cento anni di vita*, 1994, pp. 572).

He took care of the **history of school** in a report to the CIRSCE conference held in Florence in 2006 about *Ignazio Felbiger ed il metodo normale* (published in *Modernizzazione e pedagogia in Italia*, 2008), but especially with *Fedeli sudditi e buoni cristiani. La 'rivoluzione' scolastica di fine Settecento tra la Lombardia austriaca e la Serenissima* (2000, pp. 573).

His research covers the period between the suppression of the Jesuits and the French Revolution. If the central part deals with the foundation of the first state school, especially basic education, in the states of Milan and Venice, the first chapter traces an overview of the previous period, trying to point out how the “revolutions” of the end of the century were actually preceded and prepared by a long journey of cultural, social and political changes.

He published a monograph on the Educandato Agli Angeli of Verona, founded by Napoleone in 1812 (*L'Educandato Agli Angeli nella storia dell'educazione a Verona*, 2006, pp. 459). The volume intends to illustrate the foundation and to trace the evolution of the Veronese educational institution in almost two hundred years of life. On the history of educational institutions, there are two other contributions: *La Casa Buoni Fanciulli di San Zeno in Monte (1908-1932)*, 2007, pp. 97-272, which traces the path of Giovanni Calabria's commitment to abandoned children and *L'ospedale di Negrar. Da ricovero a Cittadella della carità*, 2013, pp. 250, an important health-care reality in the Veneto region.

Some publications present characters, in thought and in their works, engaged in the field of care and education such as G. Baldo and F. Bardellini, who were respectively responsible for directing the bishop's college in Verona during a few years in the '800 (*Don Baldo e l'educazione collegiale*, 1997) and the assistance and education of adult handicapped adults (*Filippo Bardellini e la sua opera assistenziale educativa*, 2001).

Another essay, at the conclusion of a conference on *Scouting and peace education*, deals with the co-founder of Italian Catholic scouts, **Mario Mazza**, presenting his personality and his work (*La personalità e l'opera di Mario Mazza*, 1998). In 2012 he published a critical edition of the diary of the same character (*Diario di un educatore durante l'occupazione nazifascista. Roma 1943-1944*, FrancoAngeli, Milano, pp. 480).

The personality and work of Giovanni Scopoli, general director of public education during the Kingdom of Italy 1809-1814, is presented in the specific Voice for the Pedagogical Encyclopedia, edited by Mauro Laeng, published by La Scuola di Brescia (*Appendice*, 2003). About Scopoli, he has published the book: *Laura unica amica, Mio caro Scopoli, Carteggio sentimentale-politico di un ministro napoleonico (1812)*, Mazziana, Verona, pp. 215; it shows the correspondence that the director and his wife entertained during the journey undertaken by Scopoli through Europe (April-August 1812) with the aim of observing the assistance and educational institutions.

Furthermore, three essays (*L'abate Antonio Provolo e l'istruzione dei sordomuti a Verona; L'istituto privato e vescovile per i sordomuti di Trento; Origine e primi sviluppi dell'Istituto Nazionale per i sordomuti di Milano*, 2000) deal with the **education of deaf-mutes**, especially in the institutes created during the 19th century in Verona, Trento and Milan and are part of the volume *L'educazione dei sordomuti nell'Italia dell'800*, edited by prof. R. Sani, 2008, SEI, Torino.

The educability of the deaf-mutes (*L'educabilità dei sordomuti*, Pedagogia e Vita, 2007), instead, traces the evolution of the conception of the possibility of education for the deaf-mutes, focusing mainly on the openings and conquests of the late eighteenth century.

On the history of education, prof. Gecchele has returned with the volume *Momenti di storia dell'istruzione in Italia*, Pensa Multimedia, Lecce, 2014, in which with ten essays on various historical topics pertaining to the evolution of the school presents a training course especially for the aspirants to the scholastic magisterium. It is a route divided by topics and not purely chronological, with the use of numerous reproductions (photos, documents, sources).

In 2016, he edited a publication entitled *Il dialogo intergenerazionale come prassi educativa. Il Centro Infanzia Girotondo delle Età*, ETS, Pisa, pp. 315, where it presents an interesting experience of the Childhood Center that works in collaboration with the adults-elderly of the territory and an institute for the elderly, with a project and with shared laboratories.

In 2017, in a conference held on March 10th at the University of Verona entitled: *Il bambino nel Novecento. Immagini, riflessioni, interpretazioni storiche*, he presented his volume, edited with S. Polenghi e P. Dal Toso: *Il Novecento: il secolo del bambino?*, Junior, Parma, pp. 464. In this work, he tries to give an answer, also with the help of international and Italian scholars, to the claim of Ellen Key who, at the beginning of the century, predicted the twentieth century as the century of children.

Verona, 20th June, 2018