

Encountering Art, Reading Classics: Towards a Florentine Model of Aesthetic Bildung for Educational Professions

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Resumo

In a time marked by accelerating digitalization and the growing presence of A.I. in both artistic and educational fields, this contribution argues for the renewed centrality of aesthetic experience in the formation of future educators. Drawing on John Dewey's conception of art as lived experience, the paper presents a pedagogical approach developed at the University of Florence within the Department of Education, Languages, Interculture, Literatures and Psychology.

The contribution is grounded in a multi-year practice-based experimentation conducted through an experimental group composed of pre-service and in-service professionals in education. This experience, developed within a Pedagogical Epistemology course, has progressively shaped an emerging pedagogical model entitled "Encountering Art and Reading Classics: Dialogue between Pictorial and Literary Iconography."

The initiative engages participants in a structured formative process that integrates bibliographic inquiry, close reading of classical texts, and direct encounters with artworks in museums, exhibitions, and cultural sites. Participants are invited to interpret art works through the lens of literary narratives, fostering a dialogical interplay between visual and textual iconographies.

This process aims to cultivate a form of "Self-care" that is both personal and professional, reshaping educational identity through emotional, reflective, and interpretative engagement. Inspired by Deweyan perspectives, the experimentation explores the deeper qualities of aesthetic experience: what it activates and transforms, and how it generates resonance between inner life and professional formation. The outcomes highlight how aesthetic experience can act as a transformative force in professional growth, fostering interpretative and mediational capacities while activating emotional awareness, integrating cognitive and affective dimensions of learning. The interplay between literature and art creates a narrative space in which meaning is co-constructed, enabling future educators to reimagine their role in more holistic and relational terms.

Ultimately, the proposed "Florentine model" positions aesthetic experience as a foundational dimension for rethinking educational professions beyond purely instrumental or technocratic paradigms.

Palavras-chave: Aesthetic Experience, Higher Education, Arts-Based Learning, Classical Literature, Self-Care.



Rossella Certini is PhD in "Theory and History of educational processes" and Associate Professor of General Pedagogy. Her main research concerns educational theories, school and methodological innovations, autobiography, processes of inclusion in the school and society. She works at the Department of Education, Languages, Interculturality, Literature and Psychology at the University of Florence. She is the Erasmus Delegate of her University, and a Member of the management committee of the Interdepartmental Research Center "CEJM- Jean Monnet Center of Excellence" of the University of Florence. Prof. Certini is the promoter of the project "Encountering Art and Reading Classics. Dialogue between pictorial iconography and literary iconography", developed with students attending University of Florence. Proff. Certini and Professor Di Bari are editor-in-chief of editorial collection "Arte e Educazione". In the academic year 2015-2016 she coordinated the postgraduate specialisation course on "Operatore musicale per cori ed orchestre infantili e giovanili".



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