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## ANALYTIC SUMMARY

Fernando FUENTES MEGÍAS

A PHILOSOPHICAL EDUCATION. FOUCAULDIAN REFLECTIONS ON A POIETHIC EDUCATION  
Teor. educ. 28, 2-2016, pp. 25-51

One of the most urgent tasks of contemporary philosophy of education is to establish the social meaning of education in a world gradually dominated by management techniques typical of the business field. This article intends to carry out a reflection testing if education must only pursue to develop capacities or if, on the contrary, it should imply a pupil's transformation process. In order to do that the concept of *poiethic education* is defined, employing as a theoretical framework Foucault's last work, and using it as departing point to discuss *ethopolitic* and *ethopoiethic* capacity of education. From this point of view, preambles of the last educational Spanish laws are analyzed to determine which concept of education legislators tried to implement through the different reforms they carried out.

*Key words:* Philosophy of education; Foucault; poiethic education; gerencialism; Spanish educational laws.

Zaida ESPINOSA ZÁRATE

MORAL EDUCATION IN INFORMAL CONTEXTS  
Teor. educ. 28, 2-2016, pp. 53-73

Since transmission takes place pre-educationally, we can be certain about the educational potential that informal contexts offer on account of the immediacy of the experience of the world they provide, and due to the multiplier effect of educational results that they have. We reflect on the value of experience and, consequently, of informal contexts as contributors to learning, realizing that humans are not just characterized by the experiences they live, but by their being capable of either making the most of them or not. Educationally speaking, the sheer accumulation of experiences has just limited educational potential. Therefore, we need to develop strategies that turn them into valuable learning contributors. A reflexive character turns out to be essential. The basis that serves as a condition for the affinity

of both contexts –whose confluence reinforces greatly learning processes– is the fact that both share the same moral fabric, intrinsic to human actions.

*Key words:* informal learning contexts; experience; moral education; reflexive character.

Miguel RUMAYOR

THE PROBLEM OF THE AUTHORITY IN FAMILY FACING THE CHALLENGE OF SOCIAL NETWORKS

Teor. educ. 28, 2-2016, pp. 75-92

The current article clarifies how the exercise of authority as a whole, particularly in the education of children in their family, is in a historical crisis that has developed over the past few years. To a large extent this is because the formative parental figure has lost its own capacity. In connection with this idea, it is significant the influence of globalization and customs which have become common in many homes, more specifically, as a consequence of children's universal access to social networks. Given this reality, this paper analyzes, from a philosophical and educational perspective, the best way through which parents can recover and strengthen their educational authority. This authority can also be achieved through the use and access to social networks, contributing in this manner to the raise of children with an emotional balance and personal development, necessary for their development in life.

*Key words:* authority; civic education; family counseling; social networks; new technologies.

Alberto SÁNCHEZ ROJO

BOREDOM AS A COMPETENCE: EDUCATION FOR AN OVERSTIMULATED WORLD

Teor. educ. 28, 2-2016, pp. 93-112

Boredom as a feeling of apathy and indifference is normally lived as a negative experience. On fact, from an educational point of view, the necessity of eradicating it has been traditionally considered. However, this is not the only way of understanding it. A deeper analysis can lead us to find some positive aspects on it. From a philosophical-educational perspective, and thus by means of critical analysis of texts, this paper will analyze in detail these aspects. We will show that boredom is nothing but time for oneself, which it is essential for the authentic subjectivity development. The knowledge society demands autonomous and responsible individuals, but it is always paradoxically occupying our time. So in order to solve this paradox, we conclude that boredom must be currently considered as a basic and fundamental competence.

*Key words:* educational philosophy; knowledge society; training; boredom.

Fernando BÁRCENA ORBE

FRIEDRICH NIETZSCHE: ON EDUCATION. AN UNFASHIONABLE OBSERVATION

Teor. educ. 28, 2-2016, pp. 113-138

It is proposed in this paper an educational' unfashionable observation, from an nietzschean point of view. The main purpose thinking about certain contemporary dispossession of the educational experience between generations. When the only thing to transmit is that which is socially demanded, the erosion of education as an unpredictable experience of *Bildung* turns out unavoidable. With the rise of the so called «Learning Society», the insistence on the democratic function of schoolastic education has been accompanied by a set of pedagogical demands, coming from society and the market, whose most immediate effect is a feeling of a suffocation on educational experience of apprenticeship. As is to be held in this text, education has to do, not with possibilities, but with the impossibilities, not with the continuities, but with interruptions, not only with action, but with passivity and delay.

*Key words:* Philosophy of Education; Nietzsche and education; Learning; Generations; Common World.

Marc PALLARÈS PIQUER, Joan TRAVER and Jordi PLANELLA

PEDAGOGY AND ACCOMPANIMENT, AT THE SERVICE OF EDUCATION CHALLENGES

Teor. educ. 28, 2-2016, pp. 139-162

This article deals with the pedagogy of the body and the ethical relationship known as accompaniment. These are presented as elements of the educational practice with the aim of effecting a critical vision which helps the pedagogues analyze their methods and their interventions. We come to the conclusion that it is necessary to place Pedagogy at an intersection doubly mediated: mediated by the body, as domain of education that creates, and mediated by the accompaniment, so that it can become an element of intervention. This double mediation enables Pedagogy to develop adequate competences and equips it with a knowledge of education which entitles it to establish principles of intervention at the service of action and, therefore, provides it with mechanisms to face up to epistemic challenges that minimize the reservations raised in the latest years.

*Key words:* education; pedagogy; philosophy of education; ethics; accompaniment.

Ramón MÍNGUEZ VALLEJOS, B. Eduardo ROMERO SÁNCHEZ and Marina PEDREÑO PLANA  
PEDAGOGY OF THE OTHER: ANTHROPOLOGICAL BASES AND EDUCATIONAL IMPLICATIONS  
Teor. educ. 28, 2-2016, pp. 163-183

The purpose of this article is to analyze the anthropology that underlies the thinking of Lévinas as basis for the pedagogy of the other. To that aim, some of the basic elements of his anthropology are identified. The paper starts with the reflection about the other providing access to the human being interpretation. Arguments that explain the radical critique of the self as cogito and the main characteristics of Lévinas's anthropology are exposed: the relationship with the other as a means of human construction; that relationship is radically heteronomous; the presence of the other is a requirement that becomes responsibility. This anthropology inspires another education that affects the relationship between the teacher and the learner. The conditions that the educator must assume from this educational perspective are indicated. Finally, two values that give consistency to the educational relationship are identified: the practice of dialogue and the learning of compassion.

*Key words:* education-anthropology; education-philosophy; educational-theory; Lévinas; compassion; dialogue; responsibility.

Cecilia OSUNA LEVER, Karla María DÍAZ LÓPEZ and Maricela LÓPEZ ORNELAS  
CONSTRUCT OPERATE OF PEDAGOGY OF ALTERITY  
Teor. educ. 28, 2-2016, pp. 185-200

This article does not focus on the philosophical-anthropological aspect of the Pedagogy of Alterity, which is based on the ideas of Lévinas, Horkheimer, Adorno and Pedro Ortega. Nor does it aim to add theoretical elements to said construct. It presents a categorial model built using the ideas that form the construct as a foundation. The importance of this contribution lies on the fact that the categorial model allows making operational the discourse elements, so that they can be used in the construction of instruments in empirical studies. The model is formed by a meta-category or main variable, which is the pedagogy of alterity, and four categories: professor profile, student profile, function of the school and function of the family, with their characteristics and indicators, which are the elements used to design data collection instruments.

*Key words:* Pedagogy of Alterity; category; assessment design.

Elias HEMELSOET and Paul SMEYERS

UNDERSTANDING ROMA «PRACTICES». PROMPTING EDUCATIONAL RESEARCH TO SURPASS  
«WHAT IS THE CASE» TO «WHAT NEEDS TO BE DONE»

Teor. educ. 28, 2-2016, pp. 201-224

Generally, Roma people are viewed as being very different from those in mainstream society. The aim of this article is twofold. First, it explores these differences and attempts to make sense of the social practices of the Roma. To achieve this, the theoretical framework of meaning and social practices provided by Wittgenstein, Winch and others is applied to this subculture. Secondly, this «extreme case» stretches the theoretical framework to its limits, but it is argued that it is nevertheless possible to give expression to this far-reaching experience of difference. The Wittgensteinian notion of «knowing how to go on» prompts educational research to surpass «what is the case» and get to «what needs to be done». By means of empirical examples taken from research into the education of Roma children, we argue for the need to take this further step. Answers are provided as to «how to go on» with regard to the case investigated, and the feasibilities and constraints of both the theoretical framework and educational research are explored.

*Key words:* Roma; Wittgenstein; social practices; educational research.

Alexandre SOTELINO LOSADA, Miguel Ángel SANTOS REGO

and María del Mar LORENZO MOLEDO

TO LEARN AND TO SERVE IN THE UNIVERSITY: A CIVIC PATHWAY TO THE EDUCATIONAL  
DEVELOPMENT

Teor. educ. 28, 2-2016, pp. 225-248

This paper examines whether some changes associated with the European Higher Education Area (EHEA) have affected the educational processes at the university, while also the reform involves a learning approach focused on the acquisition of skills by students. Its objective is to explore the possibilities for the training of students is the connection between university and community. To that end, after review of the thematic literature of recent years, we use an empirical study with *ex-post-facto* methodology. And we propose service-learning as a strategy able to favour a more experiential pedagogy at the university.

*Key words:* education; university; competencies; civic engagement; service-learning.

María SOTOS SERRANO, Carmen LÓPEZ ESTEBAN and Ana Belén SÁNCHEZ GARCÍA  
THE BIOGRAPHICAL PERSPECTIVE. THE PROCESS OF CONSTRUCTION OF PEDAGOGICAL  
KNOWLEDGE

Teor. educ. 28, 2-2016, pp. 249-265

The main goal of this work is to analyze if the biographical perspective, through the real life stories, allows you to analyze the processes of construction of pedagogical knowledge of the teaching, since we think that teacher training exceeds the limits of formal training periods. Some of the objectives that justify such studies are presented and, finally, we defend the thesis that the biographical perspective allows you to meet those objectives. So we present a study of phenomenological court on the case of M. Antònia Canals, based on qualitative data through open interviews recordings, and in turn we present a method of analysis of 4 phases which has wide acceptance in the framework of qualitative social research.

*Key words:* life history; qualitative analysis; teacher training; M. Antònia Canals; didactic of the mathematics; research methodology.

Ana Isabel PARAMÁ DÍAZ, Isabel CABALLERO CABALLERO, Juan R. COCA  
and Juan Milton Jair ARAGÓN PALACIOS

PSICO-SOCIO-EDUCATIVE IMPACT OF THE TECHNOSCIENCE IN A GLOBALIZED HUMANITY  
Teor. educ. 28, 2-2016, pp. 267-290

The paper presents a series of paradigmatic examples. In which technoscientific development, involves a transformation at the psycho-socio-educational level. The objective is to present the possibilities of the impact that has the operating system techno-scientific, in different areas of the educational system. The work shows the interrelationship between the techno-scientific, social, psychological and educational systems. The problem is that a great transformation of the current educational process is necessary to make real these ideas, causing the agents involved resist the acquisition of this knowledge. If so, the educational system would be profoundly altered.

*Key words:* technoscience; development; teaching; music; sleep; gender.