ANALYTIC SUMMARY

Antonio Víctor Martín García and Óscar Barrientos Bradasic
The domains of the critical thinking: a reading from the Theory of the Education

In this article an analysis is made of how critical thinking is a factor in different and important trends in philosophy and educational psychology. Here we identify three large descriptive frameworks for critical thinking: that of argumentative logic, the axiological framework and the cognitive perspective. All these contributions, as well as the complex bundle of theoretical lines and concepts in which this construct is inscribed, are analyzed from the point of view of theory of education. Based on this, we then discuss how to orient pedagogical action towards training in critical thinking. We conclude by identifying the traits of a critical thinker as an actor who constructs and registers the potentialities of cognition and relates them to praxis, that is, with a reflexive action oriented towards decision-making.

Alfonso Fernández Herrería and Gabriel Carmona Orantes
Remaking the education: the human development maps

In this article we present the base of a criticism to actual education, a proposal of reconstruction of the education conception, extending its meaning about the activity which makes the people grow, it improves the society life and the relation with the ecologic environment. From a concept of education like human development, and therefore, as a learning process throughout the whole life, the human development maps are the education maps. We need to walk the itinerary that are represented by these maps and enrich them from the human and transpersonal perspective, wishing to remove, as far as possible, the existing discomfort in education. The hopes that, decades ago, were put on it have become today disenchantments, disappointments, even distrusts and resentments. The education reforms continue without finding, apparently, any solutions to our problems.

Juan Carlos González Faraco and Anita Gramigna
Narratives and metaphors in the construction of scientific thought and educational epistemology

In this article we reflect epistemologically upon the connections and spaces of intersection between the formation of scientific thought and educational theory. To accomplish this we resort, only as a point of departure or as a basic but not unique reference, to the epistemology of Gregory Bateson, given that his contributions to the study of education, albeit indirect, can be very suggestive. The nucleus of the argument of this article revolves around three fundamental considerations. First, that thought, all types of thought, is always narrative, which is to say that it uses metaphors to explain phenomena. Second, that for the construction of scientific thought in general, and educational thought in particular, it is exceedingly useful to acquire good epistemological competency with reference to narrative thought. And, finally, as a result, it is very important to develop an ample semantic spectrum in the metaphors of scientific narratives, especially in those that concern education.

Agustín Godás Otero, Miguel A. Santos Rego and Mar Lorenzo Moledo
What matters most in Education for Citizenship? Assessment of a questionnaire for teachers

The Education for Citizenship and Human Rights was incorporated (2007) to the Spanish official curriculum as an autonomous subject, which any pupil in primary or secondary education has to do. Obviously, when it comes to such a social and educational change, teachers are meant to be a basic part of this process, especially because this subject has not been studied initially and there are very few Lifelong Learning plans based on an assessment of needs. That is why, trying to find out what teachers think, the authors have carried out a study, based on a questionnaire to this purpose, focusing on teachers' knowledge and attitudes towards this particular curriculum situation. This article is aimed at assessing the technical quality of the items, reliability, construct validity and predictive validity of the factorial measurement instrument proposed. Furthermore, we carried out an item analysis in terms of difficulty and discrimination. The instrument has been applied to a sample of 796 teachers of primary and secondary education. After the analysis, the questionnaire was categorically demonstrated as valid for the purpose for which it was planned.

Juan Carlos RINCÓN VERDERA
THE LEGACY OF WILHELM DILTHEY: THE CULTURALISTS PEDAGOGIES
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Eduard Spranger, Herman Nolh and Wilhelm Flitner are direct heirs of the spiritualism, psychologism and historicism of Wilhelm Dilthey, whom they used as a starting point to elaborate trends in pedagogy of a marked cultural character. All of them proposed to redo the epistemological body of pedagogy, following for that purpose the rationalist tradition, of a neokantian nature, characteristic of the times (the first half of the twentieth century). For Spranger, education science would be reduced to a pedagogy of hermeneutic comprehension; its mission would consist in taking a reality culturally and historically inherited and subject it to ordering concepts that would allow the adoption of value judgements and standards of performance. Nohl, on the other hand, would understand pedagogy as a theory of education that should always be contextualized historically, and therefore could never have a general validity. Finally, Flitner would consider pedagogical science as a philosophizing within historical circumstances, that is, a kind of aesthetics of education.

Óscar MEDINA FERNÁNDEZ and Florentino SANZ FERNÁNDEZ
RECOGNITION AND ACCREDITATION OF EXPERIENCE
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According to a 2006 survey of the working population, 44,3% of employees don't have the proper qualifications for their employment. As it happens in all developed countries, these workers didn't have the opportunity to study when they were young and started to work at a very young age and is at their work place where they have learnt all they know. In a way, they are workers that have obtained their professional skills at their work place but lack the proper qualifications. The accreditation system tries to do justice with these workers by recognizing and certifying that they have obtained their professional skills qualifications by Non Formal and Informal means of Education.

In this paper we show part of the results of a research about the *Accreditation System*: firstly we discuss the concept of competence and its evaluation; secondly we talk about the methodology, the protocols used in the accreditation system and the various stages to follow; finally we look at the way these accreditation systems are being formulated at international levels and in Spain.

María Paz Lebrero Baena and María Dolores Fernández Pérez
Some quality indicators in Pre-Primary Education

The finding of the true quality indicators in Pre-Primary Education is an objective that has not been fully reached so far, though there is an increasing amount of papers dealing with the topic. To bridge this gap we considered that we could turn to the opinion of the teaching staff about the quality of the Pre-Primary Education and the possibilities of improvement. The work we are presenting here is the result of discussions with doctoral candidates in Pedagogy in an Inter-University Programme that started in 2004 and in which there has been a comprehensive analysis of the documentary sources. In order to obtain the data we have given the participants a self-administered questionnaire based on a quantitative and qualitative methodology. The different options offered by the Lickert scales allowed us to get the opinion of the teaching staff in the different areas under study, whereas the *Analysis of the Main Components* allowed us to develop an interpretation of certain aspects.