

ANALITICAL SUMMARY

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The key Hospital Pedagogy in the care of the sick and hospitalized child and their right to education

ABSTRACT: Changes throughout the history of education have facilitated attention to the ill child. In the following lines, we approach Hospital Pedagogy, its origins, objectives, present and future. Hospital Pedagogy is crossing the pediatric zone to give an integral response to the patient, improving their quality of life.

KEY WORDS: Hospital Pedagogy; education rights; educational projects.

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The value of pedagogical actions in the hospital area

ABSTRACT: This work, based on research and taking into account the actual teaching practice in the hospital classroom, presents the importance, the value that has the hospital pedagogy in the hospital setting, whereas educational attention as complex performance of the hospital classrooms is immersed in the special context of hospitals.

In accordance with the diversity of variables that have an impact on the educational intervention in the hospital context, this work, following a qualitative methodology, and bearing in mind the onset and evolution of these educational actions in the hospital classroom, notes the importance of them, with appropriate guidelines, achievements and interesting proposals for the future.

KEY WORDS: Hospital classroom; educational intervention; Professor of hospital room; hospital pedagogy; equality of opportunities.

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Educational Hospital Units of Valencia community: a case study

ABSTRACT: The functioning and organization of an educational hospital unit of Valencia is described, through observation, field diary and documental analysis (during February to May 2016). Also, it is designed and implemented an educational project through the story *The zebra Camila* for students of early childhood education hospitalized in the Pediatric Oncology Service. In the project LOMCE objectives are followed, in addition to the Hospital Pedagogy objectives themselves; 12 educational units are proposed, covering all curricular areas of early childhood education, with a variety of activities and resources that can be adapted to the different educational needs of students who are included. Teachers, the kind of students, the areas of activity, methodology and teaching resources are very diverse and are based on health services.

KEY WORDS: educational hospital unit; teaching hospital; pediatric disease; attention to diversity; educational projects.

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Use of humour as a method of therapeutic intervention with children affected by oncological processes

ABSTRACT: Clowns in hospitals begin to be common, in particular in the paediatric sphere, becoming a recurring action. Although there are many countries in the world where children receive the performance of clowns during their hospital stay, yet few studies have been devoted to make a deep analysis of the effectiveness of hospital

clowns interventions in the adaptation to hospitalization and in the acceptance of the disease. This research aims to check if the use of humour as an active disease coping strategy is effective in children with cancer and their families. Case study was used as research method. The sample consisted of four children affected with oncological diseases, aged between 5 and 8, hospitalized in the paediatric ward of the University Hospital of Burgos and attending the Hospital School, and their families. The instruments used were semi-structured interviews with the families, and an ad hoc designed Likert questionnaire for the children. Data from questionnaires were coded and analysed. The information from the interviews was coded and categorized according to thematic and grammatical criteria. The outcomes show that humour improves the hospital stay of the children and their relatives, gets them distracted and makes them forget their disease for a while. It would be highlighted, in conclusion, that the use of humour does not solve any problem itself, but could change the way of addressing the disease, therefore it is an active form of coping.

KEY WORDS: humour; oncological diseases; coping strategies; hospital clown; hospital school; case study.

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INEDITHOS: a Hospital Pedagogy project devoted to improving the quality of life of children and young people with rare diseases from the intervention, and research with university volunteering

ABSTRACT: This paper presents an experience in Hospital Pedagogy organized by the University of the Balearic Islands. This project is called INEDITHOS and its main objective is to work into improve the quality of life of children and youth with Rare Diseases. The project works in three lines of intervention: psycho-pedagogical support to patients and their families, research to respond to the needs that are detected in this area and the training of university students who collaborates in the project, using the Service Learning methodology. The long trajectory of the project that began in 2003 has made it possible to consolidate the three interventions resulting in a non-profit association with the same name. This result is complemented by the growing involvement of other Associations such as ABAIMAR and FEDER with which close collaboration is maintained. It is also worth noting the increase in the number of volunteers, which allows to offer attention to a higher number of affected while improving the quality of the interventions made thanks to the collaboration and involvement of students and teachers who, through the methodology of Learning and Service, carry out activities and elaborate end-of-degree and master's work based on the needs identified in the volunteer interventions. INEDITHOS has introduced Rare Diseases in the university context sensitizing a large part of the Educational Community.

KEY WORDS: Hospital Pedagogy; Minority Diseases; ICT; Learning-service.

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The approach of Hospital Pedagogy in the Venezuelan context

ABSTRACT: This document is intended to represent the reality of Hospital Pedagogy in Venezuela. Its purpose is to provide a historical view first, of the most significant events that allowed the emergence, development and consolidation of Hospital Pedagogy in Venezuela, as well as the implementation and commissioning of the first hospital wards. Then, addressing teacher training in Hospital Pedagogy, he continues to research in the advancement of this type of education in our context, as well as the description of programs and projects conducted in the country for the benefit of the hospitalized population and the presentation of some final considerations.

KEY WORDS: Hospital Pedagogy; Hospital Classroom; Teaching Hospital; Hospitalized Children.

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Teacher training for hospital classes: Brazilian reality

ABSTRACT: Considering the importance of the hospital educational service and the teacher training of the teachers who work in this service, the present study had the objective of describing the teacher preparation for hospital classes in the national scope. He carried out a field study using a survey technique. Thirty-three teachers from different Brazilian states participated in the present study, answering an online questionnaire. The data showed that most of the teachers in their initial formation have a degree in Pedagogy. In the context of continuing education, it is noticed that most of the professors have chosen training individually and with their own incentive, seeking specialization courses as a source of new knowledge. It is concluded that there are still many gaps in the training of the hospital-class teacher, and there are no specific public policy that guide the adequate training of these teachers who are inserted in such a distinguished environment as the hospital class.

KEY WORDS: Special Education; Hospital Class; Teacher Training; Brazilian Reality.

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Critics horizons of school management: Latin American perspective

ABSTRACT: Modernity has defined a way to be school as a stage in which the State devises certain ways of behaviour, citizen education and institution conception specific for a determined social order. Consequently, the direction of the school becomes a key strategy of the hegemonic project. This article aims to outline some signs that demonstrate an alternative school management in order to contribute to the school of thought on Latin-American perspectives in education. It aims to offer other keys on the perception of the Colombian reality on school management from a critical position that allows the creation of scenarios full of learning possibilities in the inside and outside of the school.

KEY WORDS: Education; educational management; autonomy in education; educational administration.

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Ethics and education: the narrative of teacher's formation

ABSTRACT: This article aims to summarize the results of a research performed with a Master's degree in education students, in Bragança superior education school, devoting particular attention to the ethical dimension questions and to the space they occupy in the teachers training context.

The selection of this theme is related to the idea that teaching is an ethical occupation, because they work with and for people, from a pedagogical relationship that requires human closeness and, simultaneously, demands a «optimum distance» (Baptista, 2005).

The objectives that guided this study had the concern to analyze the legal documents about teacher training, evaluate the ethics space in the initial training and give voice to students as actors of the training process. To this end, we opted for a paradigm of qualitative and interpretative research using the semi-structured interview, as a privileged instrument for data collection subjects, a posteriori, the content analysis.

In summary it is concluded, that there is a weakness in the way of «being a teacher» in matters that should arise from its reflection, leading us to question the current paradigm in teacher training, where ethical issues have been losing space.

KEY WORDS: Ethics; Training; Teaching Profession; Professionalism.

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Carlos Arniches and the architecture that teaches

ABSTRACT: Carlos Arniches's contribution to Spanish architecture for education had personal features unevenly reflected by scientific literature. The present study draws from one of the most intensive researches on this architect and his work, aiming to reflect the singularities and character of an «architecture as a tool to the service of education» that Arniches strove to give to the scholar building for the Instituto Escuela, how he tried to confer an educational character to his decisions as an architect.

Historic and archival research produced documents of Arniches's buildings, now evaluated to understand the length of the author's challenge, as stated in pre-approval reports. Starting from analysis supported by multimodal methods, it is sought to determine whether there are reasons to establish something like the «principles of an architecture to solve socio-educative dilemmas» in the education realm. If so, study will pursue to which measure, the subjacent intention, how do they materialize in architectural terms, and what their educational role may be, if any.

KEY WORDS: architecture and education; educational resources; Modernist architecture; 1925 Generation; school architecture.

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The *Patronato de Misiones Pedagógicas*, the *Frente de Juventudes* and the *Sección Femenina*: key institutions in the history of Spanish music education in primary schools

ABSTRACT: Music education in Spain was regulated and structured in the late twentieth century by means of the Educational Act LOGSE (1990) although, previously, there were several attempts to start an educational musicality among children and youth. In the following pages we show a brief but clarifying, context of educational legislation about music education produced during the twentieth century focused primarily on the Spanish primary education.

The main objective of this article is to highlight the performances of acculturation and music education carried out during the first third of the last century. For that, we want to emphasize the great innovation that even on a European level was carried out, on the one hand, by the *Patronato de Misiones Pedagógicas*, driven by the second Spanish Republic, under the ideology of Free Institution of Education and on the other hand,

by the *Sección Femenina*, with a decisive role played by both itinerant chairs and the professorships *Jose Antonio* and the *Frente de Juventudes*, sponsored by the Franco dictatorship.

We used as a research method the analysis of information, maintaining objectivity and accuracy in our interpretations showed.

KEY WORDS: music education; educational missions; Frente de Juventudes; Sección Femenina; itinerant chairs.

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The social benefits in higher public Portuguese education in the last four decades

ABSTRACT: The study entitled «the I&D transfer, innovation and entrepreneurship in universities (Clay, 2015)» ran through the decade of 2000 to 2010 refers that the binary system of higher education in Portugal was responsible for 40% of the investment in innovation and development (I&D) of all the Portuguese economy.

Students are a fundamental and indispensable part of an educational institution from the point of view of citizenship and social development. For this reason, a reflection on its economic difficulties, when they join in higher education institutions, is transferred to these institutions and responsible its leaders towards the pursuit of educational goals related to the school, providing students a better well-being, both mental, social and economic.

This design has, slowly, over the last four decades, been provided with greater range and with increased equity, very under the legislative changes proposed by the educational institutions, as well as by the demands expressed by receivers who attend this school level, the students.

It is important to stress that the School Social action in the Portuguese higher education appears associated with the concept of effective equal opportunities that are produced through legislation or through other information sources that discuss the subject, as has occurred in the last four decades analyzed.

The approach of social benefits in this level of education shall examine the multiple facets that it takes given their link to the educational success and welfare of trainees and therefore to the enhancement of a meritocratic society.

Also due to the important contribution of territorial cohesion, especially in areas of Portugal, in the case of Portugal, with a lower population density and lower socio-economic levels, as well reflected in the study entitled «the I&D transfer, innovation and entrepreneurship in universities (Clay, 2015)» ran through the decade of 2000 to 2010 refers that the binary system of higher education in Portugal was responsible for 40% of the investment in innovation and development (I&D) of all the Portuguese economy.

KEY WORDS: School Social Action; Welfare; equity in the Portuguese higher education Polytechnic and University; Equity; Social Benefits; Higher Education.

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The curriculum of Spanish in the universities of Taiwan

ABSTRACT: The government of Taiwan is aware that the Spanish is the second most spoken language in the world. University conscious of this fact is assuming its teaching either as an optional subject or degree. The universities that have higher enrollment of students and with the Department of Spanish are: Fujen, Providence, Tamkang and Wenzao. In this situation we have considered important to conduct an analysis of their curriculum and come to other conclusions about the Department of Spanish have a structuralist orientation supported by the traditional method and somewhat away from the recommendations of the Common European Framework of Reference for Languages and the Plan Curricular of Instituto Cervantes.

Today in the curriculum of foreign languages is essential sociocultural and intercultural competence, so that they serve the students as a bridge between Taiwanese culture and Spanish culture. But the Departments of Spanish of Taiwan, focus more on the content of «Culture with a capital C» and this has little to do with everyday life, therefore students can't easily understand. As a result, we must strengthen the aspects related to the «culture with a little c» and «culture with a k» which revolve around the social and cultural aspects of the target culture, themes that would enhance intercultural competence and communicative competence.

KEY WORDS: Taiwan; Spanish; curriculum; curricula.

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National policy for integration of ICT: a comparative study between Brazil and Spain

ABSTRACT: This article aims to present the results of a comparative study of national educative policies for integration of information and communication technologies (ICT) used in basic education schools in Brazil and Spain. In general terms, this article intends

to examine possible convergences and divergences in objectives presented by these policies. The time frame was between 1997 and 2010, when these policies and the launch of new transnational policies for ICT integration began. The research has a qualitative approach and a descriptive and documentary procedure, through the comparative study method. The sources were laws, resolutions, regulations, decrees, regulatory guidelines, official informs, official communications and technical reports. So, on the whole, we ascertained that these policies seek an educational quality, aligned by the market logic, with constitutive elements of the recommendations of international organisations, and they are directed to the technological development and economic growth, thus legitimizing the hegemonic discourse of globalization.

KEY WORDS: National policies; ICT; comparative study.

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Management of university extension process for the formation of a culture of health

ABSTRACT: At the University of Las Tunas from the management of university extension process, working to consolidate the relationship with communities, promote the culture of health in society in accordance with their needs, to promote a higher quality of life of the individual and the surrounding environment, promote healthy lifestyles, responsible sexual behavior, strengthen the educational work and the formation of values by students who are trained as health promoters, which from a sociocultural perspective achieve a positive transformation and impact in the university community and context.

KEY WORDS: management; university extension; promoter; prevention.

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Elements of the pedagogical design of MOOC «Statistics for researchers»

ABSTRACT: We present the constituent elements of the pedagogical design of MOOC «Statistics to researchers» from the University of Salamanca to the goal of detailing its pedagogical design and the results obtained. We start from four themes: (i) type of statistical learning, features and the propositional network for its representation; (ii) capabilities of the virtual environment to enhance the transfer of knowledge; (iii) materials as resources to learning; (iv) the analysis of the technological tools. A case study-based research methodology is adopted and used the questionnaire as an instrument. We present the results of implementation proving its success with a 30% completion rate.

KEY WORDS: Statistics; pedagogical design; MOOC; Miríadax; higher education.

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Competitive debate classroom as a cooperative learning technique for the human resources subject

ABSTRACT: The paper shows an academic debate model as a cooperative learning technique for teaching human resources at University. The general objective of this paper is to conclude if academic debate can be included in the category of cooperative learning. The Specific objective it is presenting a model to implement this technique. Thus the first part of the paper shows the concept of cooperative learning and its main characteristics. The second part presents the debate model believed to be labelled as cooperative learning. Last part concludes with the characteristics of the model that match different aspects or not of the cooperative learning.

KEY WORDS: debate; cooperative learning; public speaking; argumentation; human resources.

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An experience in Language Teaching Seminar of Primary Education Degree through the Seventh Art

ABSTRACT: This study describes the Seminar «Language Skills and Seventh Art» developed at the University of Extremadura in the course 2015-2016. Through the analysis of ten films, we deal with professional competences of future Primary teachers from unique situations, for example disabilities such as blind and deaf people, autism or dyslexia, questions about the origin of the language and artificial languages, or cultural issues such as the wild child or within situations of isolation or loneliness. In addition to the specific considerations of each film, the active use of Cinema in different areas of learning foreign languages and ELE (Spanish as Foreign Language) is postulated.

KEY WORDS: Language Teaching; Cinema; Primary School teachers; competences.