

# TEORÍA DE LA EDUCACIÓN

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## ANALYTIC SUMMARY

Vicent GOZÁLVEZ PÉREZ

TOWARD A RECONSTRUCTION OF PEDAGOGICAL REASON

Teor. educ. 22, 2-2010, pp. 19-42

The legitimacy of pedagogy, as scientific and philosophical discipline about education, has been questioned after the arrival of post-modernity. Postmodernity has suspected about traditional rationality and values of educational activity. But, at which point are going the pedagogues to defend the rationality of their proposals? Is still education the sphere of reason's development in the students? Decisive questions like these are demanding the reconstruction of pedagogical reason, reconstruction which has to use the rubbles of postmodern deconstruction, but otherwise cannot reject democratic modernity and a great amount of its axiological legacy.

Ramón MÍNGUEZ VALLEJOS

SCHOOL NOW IS IN A CROSSROAD: TOWARD ANOTHER EDUCATION FROM THE ETHIC OF E. LÉVINAS

Teor. educ. 22, 2-2010, pp. 43-61

The school is experiencing a strong educational crisis. Moreover, it seems that is at a crossroads. The absence of firm criteria to help guide the teaching learning processes in schools is contributing to the loss of trust and credibility of what it conveys. This fragile situation advised to find alternative education. From the ethics of the philosopher Emmanuel Lévinas pedagogical proposals are made: the teacher as responsible for the education of their students, establishing the educational relationship from an ethical perspective and the use of narrative and testimony as facilitators of educational practice at school.

Marcos SANTOS GÓMEZ  
PEDAGOGY, HISTORY AND OTHERNESS  
Teor. educ. 22, 2-2010, pp. 63-84

The aim of this paper is, first of all, pick up some useful philosophical perspectives for pedagogy and theory of education. We study, specifically, Socrates, Ellacuría, Benjamin, and Lévinas, whose philosophies we connect. Also, we draw valid conclusions from them to deal with the theory in education. We present, thus, a critical, dialogical and emancipatory pedagogy. Secondly, we show that Paulo Freire represent this point of view. This is a theoretical and thoughtful synthesis study, which includes an extensive review of the literature on this, and has the last intention of guiding and assisting in educational practice.

María PUIG GUTIÉRREZ, Soledad DOMENE MARTOS and Juan Antonio MORALES LOZANO  
DEMOCRATIC CITIZENSHIP: EUROPEAN REFERENTS  
Teor. educ. 22, 2-2010, pp. 85-110

Let's sense beforehand in this article a tour concerning the educational European policies that favour the development of a democratic citizenship. The aim that we chase is to understand the way in which nowadays it is being interpreted and stimulated the Citizenship Education from European Union. For it we offer a conceptual delimiting of «Citizenship Education» and later, we show an analysis of the principal documents and materials elaborated principally by the Council of Europe that mark the way followed by European Union as for Education for Democratic Citizenship (ECD).

Ángel GARCÍA DEL DUJO, Antonio Víctor MARTÍN GARCÍA and José Manuel MUÑOZ RODRÍGUEZ  
ANALYSIS OF THE TIME IN VIRTUAL TRAINING ENVIRONMENTS  
Teor. educ. 22, 2-2010, pp. 111-130

The objective of this article is to analyze the character of time on virtual training environments, meaning, to see whether in these environments is present or not the sense, the sensation, the notion of time; if so, it aims, secondly, to rebuilt the forms how this notion is generated and their senses on different environments, meaning, to identify the mechanisms used to generate this timing notion and the processes and transformations that are produced. We assume that, if the Network has a sense in the education field, besides being an information tool and a training space, it is also because the individuals and social groups move, coexist, have relations and communicate among them, building and destroying, creating multiple and complex identities, being all this possible only if its activity

answer to timing-space traditional coordinates. The article present the data of a study conducted with a sample of 93 individuals among 20 and 30 years old. The results support the thesis of timing perception and show diverse timing mechanism in different virtual environments.

Nancy VANSIELEGHEM and Jan MASSCHELEIN  
CREATIVITY OR PASSION? WHAT IS AT STAKE IN PHILOSOPHY WITH CHILDREN?  
Teor. educ. 22, 2-2010, pp. 131-149

Since the beginning of the 1990s we can notice a growing interest for philosophy with children. Children are considered as individuals with philosophical competences to construct the meaning of life themselves. In this paper we want to problematize this current interest in philosophy with children through an analysis of the particular subjectivity or figure that it mobilizes. The aim is to analyse the kind of figure that wants to philosophise (with children), the rationality of the relation to the self that characterizes such a figure and the way philosophy appears in this context. Our question is: what kind of figure emerges in and through this discourse on philosophy with children? We will argue that this discourse mobilizes what Bröckling has described as the figure of the entrepreneurial self. We conclude sketching another figure of the philosophical self, a figure who refuses the attitude of the entrepreneurial self.

José Manuel TOURIÑÁN LÓPEZ and Silvana LONGUEIRA MATOS  
THE MUSIC LIKE SCOPE OF EDUCATION. EDUCATION «THROUGH» THE MUSIC AND EDUCATION «FOR» THE MUSIC  
Teor. educ. 22, 2-2010, pp. 151-181

The aim of this article is the formation of criterion in favour of the music as scope of education. Inside the educational current system we can distinguish three areas of musical education: the musical professional training, the teacher training and general music education. It is important to maintain these distinctions for the development of the curriculum and for the identity of the competence of formation of teachers, student training and general education pupils.

In order to build criteria, we will approach these questions in three paragraphs, the first one dedicated to the education «through» the music, where we develop the possibilities of music as general scope of education and as scope of general education. The following epigraph contemplates the education «for» the music, orientated to the professional and vocational development. And, finally, we come closer to music teacher training for the different educational levels.

Javier ARGOS GONZÁLEZ, María Pilar EZQUERRA MUÑOZ and Ana CASTRO ZUBIZARRETA  
THE EDUCATIONAL PROJECT AS A PIVOTAL FRAMEWORK FOR PEDAGOGICAL PRACTICE: REFLECTIONS  
AND PROPOSALS FOR ACTION

Teor. educ. 22, 2-2010, pp. 183-205

The basic features of an educational task are sufficiently complex to demand their «construction» from theoretical-pedagogical frameworks that are consistent, rigorous and ethically founded. To achieve this end, the coherence and meaning of such a task become transformed into indispensable elements which need to be projected, both into the school and into the classroom, which, in the last resort, is where the important pedagogical formulae that have been adopted on consensus are given shape.

Taking these considerations into account, we analyse in the present research the importance of the Educational School Project, as a text which upholds the pedagogical task, before going on to formulate a series of postulates which should be upheld in our professional practice. Thus elements such as the pedagogy of listening, unhurried learning, and intuition, creativity, curiosity and pleasure in learning emerge and are visible in the pedagogical scene.