

ANALYTICAL SUMMARY

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Processes involved in the recognition of written words

ABSTRACT: Written word recognition is a sine qua non of reading. The acquisition and development of word recognition requires the synergistic working of multiple factors and processes. In this study, developmental and expert models of reading that explain the mechanisms underlying the acquisition and expert performance on this important skill are examined. Likewise, reading brain development and the implied cognitive processes are also addressed, as a mean for a better understanding of reading typical development as well as reading disabilities.

KEY WORDS: written word recognition; models of reading.

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Mechanisms involved in the spelling of words in Spanish

ABSTRACT: The present paper studies the cognitive processes involved in Spanish spelling. This question has been largely examined in inconsistent-deep orthographic systems as French and English, but it is less well documented in consistent-shallow system as Spanish. This paper first examines the data related to the two mechanisms which are the basis of the *dual route model*: the phonological route and the lexical-orthographic route. Relatively to orthographic systems which are less consistent-shallow, these two basic mechanisms are acquired more rapidly in Spanish. This result is in agreement with predictions of the *self-teaching model* of word treating. Two additional spelling mechanisms

are examined: the orthographic-sub lexical and the morphological mechanism. The data concerning these mechanisms are rather scarce in Spanish. Nonetheless, available results show that Spanish speaking children adopt quiet rapidly spelling routines based on sub lexical orthographic regularities, and that they use morphological knowledge to spell words. The whole the results examined indicate that same factors intervene in word writing in all of the languages, whatever being their degree of consistency-depth. The difference between systems is quantitative rather than qualitative. The mechanisms involved in Spanish spelling are the same as those involved in inconsistent-deeper systems and they are simply acquired more rapidly.

KEY WORDS: word spelling; orthographic systems; consistency-depth.

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Access to the phonological structure of language: Impact on deaf reader

ABSTRACT: Reading is based on phonology. Letters represent phonemes to a greater or lesser degree and this fact is fundamental for learning to read, as current reading models show. In the case of deaf persons, access to phonology may be made difficult by the hearing loss and therefore cause problems in reading. Current research shows that there is still much controversy in the issue of the role of phonology in deaf children's reading. This paper summarizes and discusses several major choices that can help deaf children to access the phonological dimension of language nowadays: the cochlear implant; exposure to spoken language using cued speech; both options together; and exposure to sign language. The data seem to show that it is essential to give deaf children the opportunity to have early access to a first language, structured at phonological, lexical and morpho-syntactic levels, and also access to the phonological structure of oral language.

KEY WORDS: phonology; deafness; cochlear implant; reading; cued-speech.

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Text comprehension, some basics and current advances in research

ABSTRACT: In the last decades a great deal of research in Basic and Educational Psychology has explored how people process discourse and text. Thus, today there is consensus on what happens in the mind during text processing and what kind of mental representation results from such processing. In the present paper we review research to date on the question. Specifically, we explain text comprehension, processes of text comprehension, and failures to comprehend texts. Research on text comprehension is still very alive: There remains a number of open questions. Accordingly, in the second portion of the paper we review advances in research on text comprehension, describing the new areas of research and the main findings, including reading context, learning from text, embodied meaning, and new technologies in research.

KEY WORDS: text comprehension; learning from text; cognitive processes; mental representations; educational Psychology.

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Initial teaching of written language. From theory to practice

ABSTRACT: For decades the matter of teaching writing focused on a methodological issue, the assessment of the phonetic and global methods. Both approaches were based on the intuitions and practices of teachers and focused mainly on learning the writing system. Today we have available an important body of research-based theory that has contributed essential keys for positing a didactics of the written language with a sturdier foundation. Using contributions from different lines of theory, in this paper we present an integrated proposal for teaching writing.

KEY WORDS: teaching writing; approaches to learning writing.

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The family, an indispensable ally to promote culture from professional spaces

ABSTRACT: The literature written for children and adolescents contains many stories whose plots and characters revolve around family members. These books connect fiction and information, such that for these readers the milieu is familiar and recognizable because the family is placed at the centre of the argument. The present work addresses the family space, analyzing the factors that determine how reading becomes integrated into homes, as a step prior to exploring some activities aimed at promoting reading that can be orchestrated from the point of view of the professionals working with families. The work begins with a series of reflections about the concept of reading itself, the meanings that it acquires at the time of being performed, and the usefulness and benefits that can be derived from it. Following this, the role of the parents is analyzed; these are seen as essential intermediaries of the work carried out by the professionals promoting reading. Finally, the role of professional mediators of reading is addressed. All of the above is considered in light of the opportunities and threats that digital technology can bring to this line of enquiry.

KEY WORDS: the literature written for children; reading and family; professional mediators of reading; digital technology.

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Associations and teachers' unions during the transition in Spain (1970-1983)

ABSTRACT: During the Spanish political transition from dictatorship to democracy (1970-1983) a formidable movement for teachers at a time of educational innovation, and democratic public school, which is no easy comparison with other European countries next context occurs. This is due to the weakness of the faculty association and a weak and incipient unionism among Spanish teachers. Since 1983 the process will change rapidly and profoundly.

KEY WORDS: associationism; teachers' union; Spain.

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Innovative educational spaces: Architecture, art and nature for University excellence

ABSTRACT: Education is a spatial, affective and collective act. Consequently, innovation in Education is narrowly connected with the quality of its buildings and associated spaces. This principles support a transcendental idea: the cultural and artistic values of a campus (Architecture, Nature, works of Art) must be projected internally and externally as paradigms for the University community and for society in general, as they have the potential to enrich the teaching&learning processes. Planners in charge of the conception of any campus must be aware of the transcendence of such a mission. It is necessary to underline the key role that physical spaces have to play in the evolution of Universities towards innovation, as they host the human contact needed to achieve the true mission of Universities: the integral formation of a human being. The design of any future University seat must be driven by an aim of excellence; for such a critical purpose, this paper traces the innovative «Educational Campus» philosophy, as a conceptual&operational tool to promote the modernization of Universities; as a modern paradigm, it can be applied to encourage and guide the processes of positive transformation of Institutions of Higher Education. Actually, this emerging modernization pattern has being used by the Spanish Ministry of Education in its Program «International Campus of Excellence» since its first edition in 2009.

KEY WORDS: campus; education; university; architecture; art; nature; innovation.

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Estructural components of teachers' attitudes towards integration of Digital Interactive Table (DIT) in the classroom

ABSTRACT: The aim of this paper is to assess attitudes toward the integration of the Digital Interactive Table (DIT) in the classroom. We wonder if there is a positive predisposition towards such integration, and if it is linked to attitudes in their cognitive, affective-emotional and behavioral aspects. To this end, we propose a multicasual study based on the collection of qualitative data obtained through recordings on two semi-structured interviews with teachers to initiate and complete

their training in the use of the Digital Interactive Table. The results point toward the existence positive attitudes.

KEY WORDS: Technologies of Information and Communication; attitudinal component; teacher training.

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Content analysis of ecosystems and geochemical cycles in Portuguese textbooks

ABSTRACT: There are many studies in recent times, on the topic Ecosystems and geochemical cycles. We intend to analyze the didactic transposition of this topic in terms of textbooks from the Portuguese education system, in different periods. We analyzed textbooks of primary and secondary school about Environmental Studies, Natural Sciences, Biology, Geology and Geography, from the Portuguese Educational System, and even Social Studies, Chemistry, Biology, Natural Sciences, Geology, Geography and Ecology. Time I (1991-2000) has a more developed approach to the presentation of the subjects when compared with Time II (2000-2006). In the topic Ecosystems and geochemical cycles, the approach of the textbooks is essentially ecocentric. However our results lead us to question the quality of textbooks in relation to this topic, because not only it is necessary for an in-depth approach as well as how to include environmental education skills in textbooks so that they might be transmitted to future generations, and thus contribute to a better quality of life on Earth.

KEY WORDS: ecosystems and geochemical cycles; textbooks; education system.

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Autism Spectrum Disorders (ASD) in Spanish scientific psychology and pedagogy literature 1985-2011

ABSTRACT: This paper presents a review of the number of publications on the national edition ASD were published between the years 1985-2011 in scientific journals in the areas of Education and Psychology and theses published in both fields on mentioned subject. The objective pursued is to check whether the impact on the number of registered cases of ASD in the investigated period has a direct impact on the number of publications and meeting the other hand, what is the mark of the articles published. The scarce presence of writings on issues discussed in this paper highlights the need to reconsider the presence of publications dealing with this group.

KEY WORDS: Autism; Autism Spectrum Disorders; education; Psychology.

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Teacher training in Brazil and the curricular proposal of pedagogy in the UFPR. Cultural and human contemporary social challenges (1996-2011)

ABSTRACT: This article focuses on the reformulation of the current proposal of Education of the Federal University of Paraná (Brazil), established in 2009, and examines the concepts, advances and prospects of change generated in this process. Resumes-first the ambiguity that marked the professional teacher identity in the history of the course of pedagogy in higher education. Is the previous proposal of 1996, that to overcome the training qualifications, in force in the period, opted for the formation of a unitary, organizer of the school pedagogical work, Manager and researcher. The current proposal was born in discussion of setting National curriculum guidelines (2005), which emphasized a pedagogical training focused on teaching practices. However, systematic evaluations of the course, UFPR, pointed to the expansion of the role of unitary pedagogue, considering the inseparability between the teaching, the Organization and management of educational processes. The formation of a teacher-researcher professor, intellectual and cultural agent, a conscious educational aims of confronting the new cultural settings of contemporary Brazilian society.

KEY WORDS: formation of the teacher; unitary pedagogic professional; contemporary education.

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