

ANALITICAL SUMMARY

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The Pedagogic Museum of Aragon. Some thoughts on its first ten years of active life

ABSTRACT: The Pedagogical Museum of Aragon will be 10 years old in spring 2016. In this paper, a brief summary of the work done during this period of time is set out, paying particular attention to some relevant signs to assess the work achieved by the museum such as the number of visits, items comprising the museum's collection, cataloguing system, works published by the Pedagogical Museum of Aragon –which reflect the research and diffusion activities of the educational-historical heritage that have been undertaken– or temporary loans for exhibitions organised by other institutions.

Finally, the author will present a series of considerations on matters he had not taken into account before being appointed Director of the Pedagogical Museum of Aragon. These may be useful for those interested in pedagogical museums and the preservation and diffusion of the educational-historical heritage.

KEY WORDS: Pedagogical Museum of Aragon; educational-historical heritage; cataloguing; Domus; exhibition; diffusion.

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The Pedagogical Museum of Otones. A rural experience in the diffusion of the educational heritage

ABSTRACT: The project of the Pedagogical Museum of Otones must be placed in the framework of the creativity of the late twentieth century which appear throughout Spain in order to recover and spread educational heritage. This proposal, created and

developed in a series of activities by the *Asociation town of El Corralón* and its Cultural Association, which have been promoting Education since the beginning of the democratic era, is intended as a modest contribution, particularly in its rural dimension.

It also is a collective task that provides opportunities for participation and cultural creation for any essential rural development project. During its 20 years of history (1996-2016) it has been regarded as a place for citizens for meeting and dialogue, where recovered information and restoration of educational memory facilitate processes for improving the quality of life.

Moreover, the Otones Museums, and particularly the Educational museum, have become a key dynamic element of culture and education in this small town.

KEY WORDS: educational heritage; teaching museum; ethnography school; education history; school history material; rural development.

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The Pedagogic and Children Museum of Castilla-La Mancha, an example of interaction with their social environment

ABSTRACT: The Pedagogic and Children of Castilla-La Mancha Museum, in addition to contributing to the custody and dissemination of educational heritage of our community is, above all, museum and society in which it is immersed, mainly because it allows the –child, youth and adult have experiences and memories that allow you to remember, feel and experience emotions of their ancestors, themselves or other beings visiting and other cultures, distant or close to theirs.

KEY WORDS: The Pedagogic and Children Museum; Castilla-La Mancha; social environment.

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Past and present of museum materials and rural areas in Valencia

ABSTRACT: We can find several typologies of proposals about the conservation and diffusion of the historical and educational patrimony in Valencia. They manifest different grades of imbrication with the territory and of relation with the University. A shallow description and analysis of the existing experiences approach us to their contribution to the sustainment of the culture and rural identities and suggest us some proposals to improve and raise the community participation.

KEY WORDS: Scholar museum; rural development; historical and educational patrimony; participation.

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The heritage school in the Asturias museums

ABSTRACT: In this article we analyze the safeguard process of Asturian educational heritage, which began at the eighties of the 20th century. For reaching this purpose, we have rebuilt its first steps, described the evolution and actual situation from the consolidated museographic collections and the possible effects that they have onto the territory and culture of this region. The exhibited collections have mainly ethnographic character, are settled in a rural habitat and show furniture and basic tools used in the primary education during the 20th century. The analysis recognizes the contributions made by the historians of education as reference knowledge for the school heritage, and suggests the need so that future investigations deal, in a deeper way, with the representation of the objects used in the teaching.

KEY WORDS: Educational heritage; school museum; cultural heritage; community development in Asturias.

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The CRIEME (Cantabria) and their contribution to rural development of the region

ABSTRACT: This article reflects on the importance of a cultural initiative as CRIEME (Resource Center, Interpretation and School Education) in a rural setting as this centre's.

Throughout its pages you can see the activities with different institutions (Town Hall of Polanco, Education Department of Cantabria, University of Cantabria) and cultural proposings to schoolchildren, groups and general population during the visit to the headquarters of the museum. In addition, the CRIEME serves as a catalyst for various cultural events with presence in other villages (Pesquera) and schools of Cantabria. It is, in short, an innovative project that helps revitalize the rural environment in which it sits and other rural areas of our region. At the same time, it rescues, adds value and preserves the school life in the past, a collective treasure, otherwise at risk of being lost in the fog of memory.

KEY WORDS: Rural development; CRIEME; educational heritage; educational museum; Interpretation centre.

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The pedagogical museum and its environment cultural, educational, leisure and tourism

ABSTRACT: The author of the article, since his professional retirement, and with a rich heritage accumulated experience, aims to advance in the organization of a museum of education designed to serve the community where it is inserted in the province of Malaga. His reflections abound in the conceptual and organizational aspects of the museum project.

KEY WORDS: Museum education; cultural; leisure; tourism.

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Pedagogical Museum of Lamego

ABSTRACT: The Pedagogical Museum of Lamego opened to the public in May 2014 and aims to be a space dedicated to the study of the school memory, because studying the past allows to know the different educational realities that have shaped the educational systems, over the times. The work of collecting, cataloging and exhibiting the collections found in other schools and donated by individuals have the particularity of being of the school culture. In this article, we intend to reflect on the particularities of the museology of education and its impact over neighbor communities and local development. Its composition, organization and dissemination represent the matrix of the history of education local and regional.

KEY WORDS: Museums; history of education; material culture of school; educational heritage.

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The Valley of Iron-Legazpi. A people become a living museum

ABSTRACT: A town in the interior of Gipuzkoa retrieves and adds value to its linked to the history of the Iron Heritage, to turn the town into a Territory Museum, a living museum where it is kept and tradition and Basque culture is shown, since the eleventh century to this day: farmhouses, foundries, factories, workers' housing, schools, etc. All

with a unified discourse, which is really understands why the rural and artisan society is transformed into industrial society.

KEY WORDS: Gipuzkoa; iron; Museum; hamlet; ironworks; Franco school; education; history; culture; tradition.

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Pedagogical museology, context and citizenship

ABSTRACT: In this paper, we ask ourselves about the social sense of the museum dedicated to education, about the many pedagogical museums that have appeared among us in the last decades, with more and less fortune. A pedagogical museum should play a role in supporting the researcher in the history of education, but without neglecting the educational task of the members of the community, regardless of age and training. The pedagogical museum should be conceived as an educational institution open to the enjoyment of the whole community, and to its social, even economic, service. Beyond the cultural fashions and scientific or political conjunctures, and regardless of the pedagogical museum modalities that we can identify near us, attention should be paid to the social and community value of the patrimonial resource represented by a pedagogical museum.

KEY WORDS: Educational museum; cultural and community development; educating city.

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«Make love, not war». Communitarian life experiences as laboratories of peace education in Italy

ABSTRACT: The 1960s and 70s in Italy marked a moment of great discontinuity, change and generational conflict. In these years of student protests, original and alternative lifestyles came to light: young people wanted to personally engage in a concrete and real experience of peace, brotherhood and sharing property (and in some cases also personal affections), breaking out of the roles imposed by the bourgeois family. The pacifism of these first Italian «communes» eclectically mixed the American dream with Eastern spirituality; rebellion and drug use with Marxist ideologies stemming from various sources. The result was a substantially minority (but not fleeting) movement which had ties both with its nineteenth-century predecessors (of both religious and socialist origin) and with some subsequent interesting twentieth-century experiences, up to the present day.

The communitarian ideal took shape in some experiences which became increasingly interconnected, and so went on to form an international movement. While, in terms of numbers, the people choosing to live in communitarian form (also in the recent *eco-villages* or *cobousing*) were few, their way of thinking started to be shared by increasingly broad swathes of the population, with evident effects on lifestyles (such as buying organic foods) and forms of education. In particular, think of their refusal to do military service, openness towards Eastern spirituality, vegetarianism, their ecological vision, fight against vivisection and for animal rights, and so-called critical consumption. In Italy, the latter aspect developed above all thanks to Francesco Gesualdi, a pupil of Don Milani who pursued the ideal of a peace that was never detached from justice: with his activity and writings he made consumers responsible, engaging them in a form of non-violent protest against the waste and violence of the economic world.

Unfortunately, we must not forget that not all the promises of brotherhood and communitarian joy were fulfilled. Some communities, in the secrecy of their isolated world, practised forms of coercion and violence, even against children. These cases, some of which have been subject to criminal investigations by the judiciary, show how the danger is not to be found in the drugs or the feared sexual promiscuity of the outset, but in the very character itself of small communities, by definition different from the rest of the social body and purposefully, physically separate. Such that, paradoxically, in these communities' history, violence and peace interweave.

KEY WORDS: communitarian education; intentional communities; communitarian life experiences; education for peace.

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***Gordailu* and pedagogic renovation in the Basque Country. Politics and education during the late francoism**

ABSTRACT: This article analyses the educative and pedagogical renovation proposals situated in their social and economic context. Thus, it intends to obtain a wider vision of the problems or helps these proposals may have when it comes to their application in schools. It will be of major consideration to differentiate within these proposals the aspects related with classroom management from other approaches related with the goals to transform the society through a reformed education, that sometimes appear inside them, to understand better their social reception. This article is centred on the research of proposals based on the ideas Paulo Freire tried to introduce in the *ikastola* or Basque schools in the seventies of the last Century in the Basque Country and the problems they found when their application was intended.

KEY WORDS: Basque Country; *ikastola*; *Gordailu*; Freire; francoism; pedagogical renovation.

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Gymnastic methodology of professor García Fraguas

ABSTRACT: This article shows the proposal didactic developed by teacher García Fraguas on gymnastics at the end of the nineteenth century. Based on this method we are going to explain the system used to keep order and discipline, the development of the lessons, the assessment system, the suitable clothing and hygienic rules, among others.

The aim to improve the current conditions took him to visit schools and high schools and attend to different congresses related to physical education. The result of their experience was a news and original methodology.

As for as the teaching learning of the gymnastic discipline, it should be remarked that criticized the methods of teaching used in most schools because he was sure that the lessons were boring, so they were not or profitable and enjoyable for students.

KEY WORDS: Gymnastics; teaching method; game; high school; hygiene and assessment system.

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The role of women in history according to textbooks images. Comparison of textbooks published during LOE and LOMCE

ABSTRACT: This paper focuses on the study of the role of women and its representation in the images of the textbooks of Environmental Knowledge and Social Sciences subjects, specifically in History topics. Textbooks can give us an overview of how women are presented in the historical discourse carried from Primary Education, and through their analysis we can see if it has or not an androcentric bias. Therefrom it's developed an analysis and a comparison of the data between volumes of both last education laws implemented in Spain (LOE and LOMCE).

KEY WORDS: women; History; textbooks; images; co-education.

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An approach to the academic research context and Colombian political university autonomy

ABSTRACT: This article discusses the context of autonomy in three main regions: European Higher Education Area, United States and Latin America. Exposes the vision

of renowned scholars on educational policies and university autonomy. Raising a chronological journey from political recognition, highlighting policies that have influenced the autonomy of universities worldwide.

KEY WORDS: university autonomy; transformation; policies; academic.

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Two different routes for the implementation of the competences in the University: Spain and USA

ABSTRACT: This document shows the different routes that have followed us and Spain in the implementation of competency model. We want to contribute to a better understanding of the concept of «competency» and to adopt a critical view of the approach which is accused of a reductionist view of education and of the person. We analyze the history of the concept and its development in the us. A comparative analysis of other relevant concepts through the Tuning documents reveals ambiguities and misunderstandings in the European. To obviate the behavioral basis and orientation to the accountability of the competence approach has led to omit an essential step in curriculum design: to start from measurable learning objectives. We questioning what «innovative» are the active learning methodologies and the structure of the Spanish University and its organizational culture as supportive environment for cross learnings.

KEY WORDS: competencies; learning objectives; curricular design; higher education; teaching and learning methodologies; competencies assessment in higher education.

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Personal Learning Environments: A proposal to develop digital competences and information in university teaching of Law in Colombia

ABSTRACT: Personal Learning Enviroment (PLE) is one of the most interesting concepts that has aroused among teachers and software engineers in the last time and that will have an impact on the next years among all the levels and modalities of education.

PLE is a product of various factors including a social web that is shown by tools and free access services based in an open code technology. But a PLE is not a kind of software or platform; it is a new view about how to use the technologies for the learning process both in the initial formation and the lifelong learning. This article has teaching in Law Schools in Colombia and the inexistence of juridical practice proposals that may develop the professional competencies linked to the non-formal and everyday learning and linked to personal learning environments. The target that we try to acquire is to create a PLE proposal supported by 2.0 technologies and orientated to encourage a lifelong learning that may develop the digital and informative competences in Law practice. We strongly believe that a PLE model will help the student acquire the knowledge, abilities and experiences that may allow them a personal and professional development in the frame of a lifelong learning program that will contribute to approach goals and opportunities in the information and communication society that is in constant evolution.

KEY WORDS: Personal Learning Environment; digital competence; informational competence; social tools; web 2.0.

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The integration of the contents of the subject Physics-Chemistry (I) in Biology-Chemistry speciality

ABSTRACT: This work is the result of a research task developed in the Natural Sciences Education Department during 2013-2014 academic year, and it emerged from the necessity of solving some insufficiencies in the use of the real potentialities offered by the content of the subject *Physics-Chemistry (I)*, that is part of the curriculum of the *Biology-Chemistry* career. Its main objective is to offer a set of exercises to contribute to achieve the integration of contents from the subject *Physics-Chemistry (I)* in the mentioned career at «Ignacio Agramonte Loynaz» University of Camaguey. The exercises proposed are characterized for being related to the real practice and to other subjects of the career. Their implementation through review lessons, partial tests and final evaluations during the formative experiment made possible a better academic result in the learners overall performance.

KEY WORDS: integration of contents; nodes of integration; exercises.

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Performance evaluation in competence-based learning model in higher education scenarios using social network: a case study

ABSTRACT: A research about performance evaluation was conducted in a graduate online course designed in the Based-Competency Model. Facebook was used as a social and interactive tool that would permit sharing information to illustrate various aspects of diverse educational contexts as well as the impacts of the implementation of improvement projects seen from the beneficiaries' perspective. Case Study was the methodology selected. Postgraduate students got the task to work on certain improvements on learning assessment matters. The educational scenarios were located in Mexico and Colombia. 7 units of analysis were chosen among 34 possible. The findings pointed out that students worked on their contexts in alignment with the stipulated academic competencies. The use of video materials posted and shared using Facebook allowed get a deeper understanding of the way the benefits influenced in each of the educational communities. Besides, these products evidenced students' appropriate performance. In conclusion, the use of social networks for fortifying performance assessment is highly recommended. Moreover, it is expected that these benefits also influence some of the curricular and instructional design aspects.

KEY WORDS: Competency based educational model; learning assessment; performance; social networks.

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Teachers' strategies and suggestions against school violence in primary and secondary schools from Colima, Mexico

ABSTRACT: This article analyzes the way about school violence is produced and re-produced into an educational institution and how teachers successful strategies have applied to face them up in different municipalities in Colima. 14 teachers from elementary public schools and 35 teachers from public and private high school level were interviewed. Among the main conclusions were firstly, the conditions where they have their practice: the discomfort they experienced into the institution under many ways of violence, they could be between students and some cases to teachers too; the lack of tools to know how to solve these problems; the need to take training courses and know intervention strategies according with their needs and context, if were necessary get the support from students' parents to attend the situations; secondly opinions are exposed, suggestions and resources in an intuitive and creative way, teachers use daily in the classrooms.

KEY WORDS: strategies; school violence; elementary school; high school; teacher practice; México.

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Language processes and the interaction in the fraction division resolution by high school students

ABSTRACT: This study describes and discusses the language processes and interactions that occur with a group of students in high school of a public school in the city of São Paulo during a activity resolution of fractions division. A historic-cultural perspective considers the mediation through the language and the social interaction that happened through the dialogs during the resolution as constitutive of the mathematical reasoning. The language processes expressed on the dialogues between the participants showed the difficulties marked by repetitive and mechanical explanations, and the poor mathematical background. Nevertheless, and most importantly, created possibilities, in different levels for the participants, of movement and chance in comparison to the mathematical comprehension of fractions division content, required to the resolution of potentiation of rational base and negative exponent.

KEY WORDS: potentiation of rational numbers; negative exponent; mediation through language; social interaction; mathematical learning.