

ANALITICAL SUMMARY

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Educational journals of dissemination in Spain

ABSTRACT: The pedagogical magazines of dissemination in Spain have precedents of different modalities since the nineteenth century, both from the educational administration and from the initiatives of teachers and entrepreneurial editors, as well as sectors of the Catholic Church. But it will be above all from 1975, already in democracy and with full freedom of expression, when there is a wide movement of demand for pedagogical readers, mainly teachers. A large number of widely disseminated pedagogical magazines emerge, several of them in Catalan or Galician, that seek to satisfy the informational and training anxiety of citizens and teachers, eager to bring to their professional dedications in schools news that are produced in the world and in the whole of Spain. Therein lies the key to the success of these widely circulated educational magazines. Some begin their transition to the digital version.

KEY WORDS: pedagogical magazine; Spain; pedagogical renovation; 20th century; 21st century.

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Dear *Cuadernos de Pedagogía*. A glance from the yearning

ABSTRACT: *Cuadernos de Pedagogía* has been the professional journal that has had the greatest impact and influence on Spanish education in the last forty years. The masthead is still on the market, but its makers and its spirit are no longer in the journal. This paper recalls its main promoters and the significant characteristics of the journal, as well as some of the content and initiatives that the publication set in motion. This is done from the necessarily subjective viewpoint of the author, who has been accompanied by the journal and recognises its influence in shaping his or her teaching identity. Today, in times of pandemic school, he longs for a journal that has among its achievements its

contribution to educational renewal, to the definition of the hallmarks of the democratic state school, to the dissemination of pedagogical memory, to the approach of the theory and practice and pedagogical debate.

KEY WORDS: *Cuadernos de Pedagogía*; pedagogical press; state school; pedagogical renewal; teacher training.

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The evolution of a paper magazine to digital: from *Educational Organization and Management (OGE)* to *Educational Leadership and Direction (DyLE)* of the European Forum of Education Administrators

ABSTRACT: This article narrates the personal experience of the Director and Deputy Director of the magazine of the European Forum of Administrators of Education of Spain at the time when they had to address the change from paper to digital format, mainly motivated by the objectives of adapting to new times, reducing costs and gaining readers for the magazine while increasing members for the association. It starts with a brief history of the *OGE* magazine, its characteristics and structure, and the topics addressed in recent years. Followed by, in a second part, a description of the *DyLE* magazine, its relationship with pedagogical innovation and its most significant characteristics.

KEY WORDS: *European Forum*; *education management*; *education administrators*.

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A Página da Educação – A publishing with past, present and future

ABSTRACT: *A Página da Educação* is a Portuguese magazine, edited uninterruptedly since 1991. Born within the teaching community, more precisely in the context of a Teachers' Union (Sindicato dos Professores do Norte), but assuming a broader vocation. In favour of democracy, education, science and culture, this publication constitutes an important reference in the pedagogical press, both in the country and abroad. This article aims to highlight the identity traits of this unique editorial project, emphasizing the most significant moments in its history. A long, rich, relevant and desirably open history.

KEY WORDS: education; pedagogical press; teachers' union; editorial project.
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Some notes about the French historical magazines. The case of *L'Histoire*

ABSTRACT: Within the «market of history» in France, we first present some of the most notable differences between academic journals and historical popularization journals to then focus on *L'Histoire* magazine in which we can point out characteristics of one and the other magazines, which really makes it a case of its own. But the magazine has partly lost its original status as a high-level popularizing magazine to adopt a normative stance of intellectual journalism observable in other magazines as well.

KEY WORDS: popularization; France; historiography; magazines.

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Teacher training and teaching methods from the perspective of the *A Instrução Pública Journal (1872-1875)*

ABSTRACT: The purpose of this study is to analyze the necessity to propagate teaching methods to increase teachers' qualification produced by the journal *A Instrução Pública* founded by José Alambary Luz, the journal was published in Brazil's imperial capital between the years 1872 and 1875. Through publications, Alambary Luz aimed to promote the debate about the organization of the Brazilian public school. With the research, it was found that the journal intended, with the publications, to disseminate theoretical and practical content to teachers who teaching in the province of Rio de Janeiro, in order to contribute to the teachers' education. Among the themes discussed in the journal, it was evident the publicity given to teaching methods in special the intuitive method.

KEY WORDS: history of education; press specializing in education; teachers' education; teaching methods.

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The *La Enseñanza Primaria* magazine: a publishing by and for teachers, 1901-1911

ABSTRACT: In this article I will focus on the study of the Primary Education Magazine, a publication aimed at empirical teachers as well as normalistas. I start from the assumption that this magazine had an impact on national educational policy, since its cultural and pedagogical work expanded both in the capital and in other entities of the country and abroad, through the publication of articles, conferences, translations, classes and various communications. Its authors disseminated new pedagogical and educational approaches for the teaching profession. At the end of the 19th century, the government of Porfirio Díaz favored the professionalization of teachers in Normal schools, in these spaces the most influential educational intellectuals in the country were formed, which sought spaces to debate, create and disseminate modern pedagogical thought.

I ask myself the following questions: Do periodicals represent an educational training mechanism for teachers? What was the purpose of a magazine for teachers and for teachers?

KEY WORDS: Porfiriato; magisterium; periodic magazines; modernity.

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The *Boletín de Educación Paraguaya* in the 1950s and prescriptions for teachers

ABSTRACT: We aim to identify and analyze the contents prescribed in the first phase of the *Boletín de Educación Paraguaya - Monthly Journal of Guidance and Pedagogical Information*, between 1956 and 1959, under the dictatorial government of Alfredo Stroessner. We work on the hypothesis that the periodical newsletter stimulated new representations around the teaching work in Paraguay, in light of the active school precepts, having teachers as target readers. We wondered about the prescriptions that wished to establish new patterns of behaviors and attitudes to Paraguayan teachers after analyzing the first 37 issues of the newsletter. As theoretical-methodological references

for analysis, the text is based on cultural history and the bibliographies on the history of Paraguayan education. We conclude that the stimuli spread in the periodical to produce new representations about the role of the teacher, in Paraguay in the 1950s, places him/her as main character of the Paraguayan Educational Reform of 1957, instilling them as a role model for society, a moral authority, an example of patriotic and filled with modern and scientific knowledge.

KEY WORDS: pedagogical press; teacher training; History of Education in Paraguay.

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Anales of the Faculty of Education of the Pontifical Catholic University of Chile, 3rd Stage

ABSTRACT: The School of Education of the Pontifical Catholic University of Chile was founded in 1942 and, throughout its history, it has had 4 academic journals; the first under the eaves of the Faculty of Philosophy and Letters which existed until 1950 with only 6 numbers; the other three publications were published as *Annals of the Faculty of Philosophy and Sciences of Education*, 1st stage (1965-1969); *Annals of the School of Education*, 2nd stage (1972-1973), and *Annals of the Faculty of Education*, 3rd stage (1979-1992), with about 5 lustrous of existence. This article discusses the content of this last publication, standing out the emphasis it had on its 14 years of history, specifying the different educational disciplines that were addressed as well as the beginning of the dissemination of nascent research that began to be carried out by academics of the Faculty. The period covered by this magazine is special in the country: military dictatorship and return to democracy in peace.

KEY WORDS: University press; academic dissemination; pedagogical research; Chilean education.

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The role of the pedagogical press in the department of Caldas (Colombia)

ABSTRACT: The pedagogical press represents a new emerging research scenario in the history of education in the department of Caldas, recognized as an open scenario of welcome and possibility of study that has allowed us to recognize the role of the pedagogical press in the department of Caldas, a documentary and bibliographic study that privileged primary and secondary sources, in a methodological process based on the application of three stages: Heuristics; Doxography; Etiology, that included the processes of collection, analysis and treatment of the information, which allowed to identify the

character of the pedagogical press in the department and the thematic relationship that it presents between the years 1991 and 2020.

KEY WORDS: pedagogical press; teachers; education.

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Exegetic glance on the pedagogical thought of the *Alteridad* magazine in Ecuador

ABSTRACT: This article reviews and analyzes the dissemination and promotion of educational knowledge from Ecuador and Latin America, published in the *Alteridad* journal. Its object of study is this informative body that has been dedicated to the socialization and debate of scientific production in Education for 15 years. Its general objective is to reveal the construction of the pedagogical open thought of the *Alteridad* journal, through exegetical analysis about the understanding of alterity, diversity, and complexity of the socio-educational reality that it promotes. Theoretical referents in *Alterity* are based on the foundations of Dussel (1973) and Levinas (2001). The methodology favors the qualitative content analysis proposed by Mayring (1983) through the design of matrices, units of analysis, systematization of contents and axial categories. It is concluded that the matrix of the disclosed thought is centered in the South: Brazil, Colombia, Mexico, Bolivia, Venezuela, Argentina, Peru, Costa Rica, Ecuador, and Spain. The host country publishes to a lesser extent. The approach of thought that circulates privileges the socio-critical approaches. This means winds of action and reflection from the South to the world.

KEY WORDS: scientific journal; *Alterity*; education; dissemination; knowledge.

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Peruvian educational journals and their contribution to the analysis of the educational problem

ABSTRACT: In this article, we present the characteristics of the journals published between the last decade of the 20th century and those that emerged in the first two decades of the 21st century. Peruvian educational magazines, once printed, have migrated significantly towards the virtual mode. Those that did not have reduced the visibility of the academic articles that were published in them. Most of these journals are linked to universities as editorial agencies; however, there are also magazines associated with NGOs, the government, and the teachers' union. This last one maintains two functions, informative and generator of debate on public policies; while the others are shown as journals that communicate the results of research in the educational field.

KEY WORDS: scientific journals; teacher training; university colleges; indexing; access to information.

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Bosquescuera. A model for sustainable learning in nature

ABSTRACT: Bosquescuera is an educational model where the curriculum is developed in nature and where nature provides the environment for learning. In other words, different pedagogical activities take place outside (forest, countryside, beach, urban areas). The two underlying ideas are that 1) The natural environment offers everything children require for an adequate and balanced development. 2) Curiosity is one of the main driving forces for learning. The organisation of the daily classes includes periods of psychomotor development in the form excursions where they can run, climb, get to know the

environment, invent games, and get started in reading, writing and mathematics using naturally occurring elements such as stones, sticks, leaves, etc. The only infrastructure that is needed is a cabin to provide shelter. Lastly, it should be noted that the Bosquescuela Project is an example of a sustainable school in both its physical structure and in its running. As such it strives to implement the Sustainable Development Goals (SDGs) adopted by the United Nations. Bosquescuela contributes directly to SDG 4 concerning quality education, SDG 13 which considers climate action to be humanity's biggest challenge for the 21st century, SDG 15 that pledges protection for terrestrial ecosystems and SDG 17 which states the need for creating partnerships to achieve the goals.

KEY WORDS: climate change; sustainable development; outdoor preschool education; educational innovation; environmental awareness.

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General theoretical framework for assessing reading and designing practices for its teaching

ABSTRACT: This article presents a general theoretical framework for the teaching of reading or a didactic model in which it sets out what skills are needed to improve reading comprehension, or better still, a framework that allows proactive strategies to be put in place, which «leave no child behind» and which allow early intervention in learning difficulties to prevent these from becoming more significant and resistant to educational actions. From a psycholinguistic perspective, the knowledge and processes involved in reading comprehension are identified and can be evaluated, taught, and improved, that is, a guide is proposed for designing reading teaching practices. The so-called non-specific aspects of reading (also common to oral language comprehension) are fundamentally reviewed, showing why they are necessary and how to evaluate them. The lexical skills of the reader, the processes of morphosyntactic analysis and semantic integration, the knowledge he or she has about the world, or a particular subject or discipline, and the knowledge he or she has about the organisational structures of texts are analysed.

KEY WORDS: reading; didactic model reading; reading assessment; reading comprehension.

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Analysis on the Time to Learn program on Brazil: the right to literacy or teaching performance?

ABSTRACT: This text analysis the program Time to Learn, shown as a policy for literacy by the Brazilian Ministry of Education in 2020. The text presents the results of an exploratory research and document analysis on the theoretical-pedagogical assumptions present in the program established by the Ordinance n.º 280/2020 (Brasil, 2020), whose purpose is based on the setting of goals for the area, as well as on the teaching performance to face the literacy problems in the country. Discussions touch aspects on the limits and possibilities of the program through the problem of illiteracy in Brazilian public schools. Our results point that the program Time to Learn focus on the relationship of the teacher's literacy practices and the performance of teachers and students.

KEY WORDS: literacy policies; Time to Learn: performance; literacy; Brazil.

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Towards an education for responsible consumption in Itapúa-Paraguay

ABSTRACT: The article exposes the institutional experiences and legal precepts regarding Education Consumption Itapúa-Paraguay, on what is to consume, own, natural and vital for the living being action and the existing need for institutions such as the National University Itapúa, one of the largest in the country, from its substantive function is education, in collaboration with other agencies, can provide a human, educator and educational look into the consumer sector, backed by the experience of good practices in responsible Consumption University of Salamanca-Spain, pioneer in the autonomous community, and other Salamanca institutions accompanying educational authorities and consumer society.

As a result of an exploratory approach-descriptive observed that Law 1334/98 provides legal protection to its inhabitants, which is a well enunciated legislation but little known, with a majority of citizens know their rights and duties as little commitment

most of the country's municipalities to join the Integrated National Consumer Protection System.

This demands that the university is focal point for collaborative activities inter-agency approach through a comprehensive design: Research-Training-Extension.

KEY WORDS: responsible consumption education; consumer; training-extension-research.

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Critical thinking in Social Education Grade students

ABSTRACT: This article focuses on qualitative research on the beliefs about critical thinking held by 72 third year students of the Social Education Degree of the University of Huelva (Spain). The results show that the students have a little detailed but accurate knowledge of what this competence means, offering general explanations that are in line with the ideas they have about the University, Society and the purpose of Social Education. The willingness shown by the majority of the students researched clashes with scarce habits for critical thinking, blaming it on reproductive training, the pernicious influence of certain social powers and the non-know-how-to-act of future social educators.

KEY WORDS: critical thinking; social education; beliefs; higher education.

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Digital platform and didactics of Biology in Uruguay

ABSTRACT: Through an existing academic exchange agreement between the University of Salamanca (Spain) and the Centro Regional de Profesores del Litoral (Uruguay), at the beginning of 2010 the first steps were taken to incorporate virtual classrooms on the Moodle platform, in the teacher training under face-to-face modality, in what corresponds to the littoral region of Uruguay. The article presents the experience that was had in the training of Biology teachers between the years 2010 to 2012, when the students

took the Didactics III course, corresponding to the last year of the career. The historical value of the incorporation of digital platforms is analyzed, as well as that it had in teacher training in terms of favoring the theory-practice relationship. The use made of the resource «discussion forum» for the socialization of educational experiences and for the realization of authentic evaluations is explained. Some links that could be made between concepts of didactics and the pre-professional teaching practice that the new teacher has in the terminal year of their undergraduate training are shown.

KEY WORDS: virtual classrooms; Moodle platform; authentic evaluation; teacher training; pre-professional practice.

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A Problem-Based Learning (PBL) approach as a teaching methodology in extracurricular work experience for the Degree in Conservation and Restoration

ABSTRACT: This article describes the extracurricular work experience for the Degree in Conservation and Restoration of Cultural Assets at the University of Seville, focusing on the restoration of the altarpiece of the Chapel of the Virgin of Valme (Dos Hermanas, Seville). The key goal of this programme was to further explore the knowledge acquired in the lecture hall and to apply specific methodologies for intervention in cultural assets in a real-life work environment and with a focus on Problem-Based Learning (PBL). The practical development of the restoration work involved practising and enhancing the professional skills of the students, associated with the understanding of connected phases in a dependent way, self-directed learning and self-assessed results. As a result, we underline the need for appropriate teaching resources for the specific features of the conservation-restoration discipline.

KEY WORDS: academic degree; experiential learning; trainee.

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Educational innovation in Fashion: Essence, evolution and pedagogical and creative applications in the runway

ABSTRACT: The fashion runway, as a social and professional event that has been consolidated from the 19th century to the present, responds to a show profile. The text focuses on the study of it, assumed as an event that treasures a double profile, professional and academic. It starts from a historical-typological reading, and an inquiry into the creativity inherent to its essence. Assuming its fundamental nature, it is analyzed

as a phenomenon loaded with pedagogical creativity, both in its professional meaning, which provides training content to the attending students, and essentially in the so-called «academic runway». This innovative version is that it is precisely the students who display their own creations. This is a recent dynamic, which is illustrated with a set of relevant cases drawn from the international university scene. The overall purpose of the text is to explore and propose for its replication the «academic runway» format as a pedagogical resource with a growing potential for the training of Fashion students.

KEY WORDS: fashion; educational innovation; fashion runway; creativity.

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Integral ecology and global pact on education. The integral education of Pope Francisco

ABSTRACT: After the conclave held in March 2013, Francisco became the first Latin American to occupy the seat of Peter. In November of that year, he presented his programmatic letter, the apostolic exhortation *Evangelii gaudium*, on the proclamation of the gospel in today's world. In May 2015, he published the encyclical letter *Laudato si'*, on caring for our common home. As we estimate, this document represents the culmination of Francisco's social teaching, a proposal for integral ecology that outlines a path in the face of the serious ecological crisis that, throughout the last century, emerged as the great global challenge to be faced in the third millennium. Accompanied by this reflection, the educational question emerges. It is a thematic area that has always received special attention from Jorge Mario Bergoglio. As expected, Francisco, in addition to reinforcing the importance of education, has tried to outline an educational proposal that, *pari passu* with his teaching, acquired greater relevance from his concern with the care of the common home. Hence the need to rebuild the global educational pact. Based on this, in this work, we try to present Francisco's integral education.

KEY WORDS: Global pact on Education; integral ecology; integral education; sustainable development.