

ANALYTIC SUMMARY

Galo SÁNCHEZ
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Aesthetic education and artistic education. Reflections for a creative education

ABSTRACT: This work is an approach to the issue of artistic education, and the possibilities that emerge from its practice school. It reflects on the value of the aesthetic education on human beings and is linked to the sociocultural reality today. An analysis that aims to open doors to the meaning of the artistic from a broader vision of the that promotes the school and on wich it is urgent progress, given the interest that has the work of collective projects and creative for the development of the individual.

KEY WORDS: Artistic Education, aesthetic, creativity.

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Topics and issues of musical education in the news

ABSTRACT: In music education, practice is essential. The new generations of music educators are beginning to understand that while there are many different ways of thinking about music education, is imperative to warn about the polarization of educational thought that exists below the variety of «products» that flow between the two major trends.

On these «Notes» some conjectures and arguments may be found, yet global in nature, about the negative influence of political factor in education: the profusion of cognitive «models» and limited number of counter-models aimed at recovering the practical essence of music and music education.

KEY WORDS: music education, music, practical educational.

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Image Theatre: body language and educational drama

ABSTRACT: In this paper Augusto Boal's Image Theatre is presented. It's a dramatic intervention tool based on body language, which, through the iconography made with the postures adopted by the participants, attempts to analyze a specific state of personal or collective conflict induced by a real oppression, fear or exclusion. And straight they seek collectively real alternative solution for implementing it. Then the carried out images can be dynamized through different procedures in order to create theatrical scenes. In addition, Image Theatre also can be used in education as a procedure for dynamization and encouragement to read and even as a creative, intuitive and alternative way for assessment. Image Theatre is an inclusive cross-curricular modality intervention of educational drama focused on body language, and it is also a complex confluence space of aesthetics, citizenship, ethics and psychotherapy.

KEY WORDS: Theatre of the Oppressed, Image Theatre, Aesthetics education, drama, body language.

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Two voices in the art of teaching

ABSTRACT: This article intends to bring forth one of the methodological factors that have become essential in the learning process as in a poetical development of this conception of dance we call «Body Expression», or «Expression through the Body».

If we aim towards a personal and creative approach to dance, we also are compelled to continue exploring a dance teaching method that has shifted from copying visually the teacher as a model, towards another way of relationship, where the guidance through words becomes fundamental so as to create a rich atmosphere where pupil can orient his attention towards himself, his environment and the others in order to find his own and personal responses.

In this way we'll try to discern some of the teacher's creative resources so as to develop his own capacity of observation and guidance through words. Guidance that must weave together two languages in a subtle dialog between teacher's voice and pupil's movement responses.

We intend to bring to consciousness the importance of verbal, creative development of the teacher's language so he can pay attention to what he says and how he says what he says, so that both, teacher and pupil will be able to develop the ability to dive into the complex, creative, symbolic and poetic processes in this personal art of movement.

KEY WORDS: Body Expression, creative dance, verbal guidance, perception, art of movement, language, poetic process, relation, method, dance improvisation.

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Bets and dilemmas of artistic education at school: dance to debat

ABSTRACT: After having clarified the representations and practices of the French teachers of Physical Education about the dance, the article defines the stakes of an artistic education in the school in a double aesthetic and cultural aiming. Otherwise, it clarifies knowledge integrated in an artistic practice. This approach supposes to question various styles of dance from the fundamental ones which cross them and their specificities. The study proposes a integrative step making it possible to insert the pupils in an artistic creative process. With final, it is a question of including/understanding the shapes of articulation between technical-expression-creation, of redefining the role of the teacher and of approaching the artistic project in its dimensions formative, expressive and communicative.

KEY WORDS: artistic education, dance, creative process, project.

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Art education through movement: the corporal expression in physical education

ABSTRACT: Art Education in school provides values of creativity and aesthetic understanding to the training and development of the individual, linked intimately to the culture in which the educational act is framed. In this paper, we set out to extend the understanding of the artistic phenomenon through an approach to the movement education or physical education at school. In doing so, we will put forward the elements of the expressive dimension of movement and the contributions that Corporal Expression offers as a discipline with a strong relevance for the aesthetic and training experience of each student. This approach emphasizes the creative potential of motor activities and their value of implementation in the construction of collective scenic projects with expressive and communicative nature.

KEY WORDS: Artistic education, Physical Education, Corporal Expression.

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Historical approach to teaching foreign language

ABSTRACT: The publication of this work is to make a historical-pedagogical approach to teaching foreign languages, part of the Humanism and concluding with the current theories and methods. Since the 18th century with the emergence of traditional method, also known as the method of grammar and translation, to the methodological principles of communicative approaches, it have been going a number of methods with the intent to resolve and improve teaching techniques for teaching and learning a second language. However, it is worth to note that this is a scientific developments, as most of the methods take as a starting point for his reflections ideas, suggestions, beliefs, techniques and procedures of former methods that preceded them, therefore we cannot speak of revolutionary methods, but rather evolutionary.

KEY WORDS: history, education, teaching, foreign language, methodology.

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«Las escuelas de amiga»: female spaces for infants and girls work and education

ABSTRACT: Starting with the limited information that the «History of Education» has gathered (in its diverse areas) about the «schools of friends» («Las escuelas de amiga»), we must think about a series of questions which we will try to answer. In this endeavour, there are three basic hypotheses which structure our work:

- «The school of friends (“La escuela de amiga”) constitutes an historic fact which wasn’t sporadic, but generalized, at least in Andalucía and some other Spanish geographic areas (as those in both Castillas).»
- «The school of friends (“La escuela de amiga”) presented two variations in its manifestation: such as pre-school schools (“párvulos”) and popular girls schools (“escuelas populares de niñas”).»
- «Managed by women and set up in female work spaces».

The process of verification of these hypotheses are founded on the information from a series of documentary sources which are available to us and are based on testimonies of diverse natures such as literary, historic-pedagogic, journalistic, legal, iconographic etc. and from other figures recognised by history.

Their analysis allows us to get to know some of the characteristics of said schools, as well as the verification of the hypotheses.

KEY WORDS: XVI-XX century, female work spaces, school of friends, pre-school schools, popular girls school, Spain.

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10 principles for an innovative model for the 21st century university: the «Educational Campus»

ABSTRACT: University education has a higher purpose – to reinforce the formation of human beings and to provide the individual with an overall integrated training. This mission necessitates giving special attention to the correct arrangement of the physical space in which this central undertaking occurs.

KEY WORDS: space, university, campus, innovation.

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Education and training in the knowledge society

ABSTRACT: The evolution of information and communication technologies (ICT) has boosted transformation in education and public school. The indiscriminate use of the personal computer has flooded our schools with works like «select all, copy and paste». The public school reduces the digital exclusion, but the training of teachers in these subjects should be considered a priority. ICTs in education, as well as information provided by them, correspond to the discovery of a new educational dimension. A strong educational force, incorporating the needs of the twenty-first century, gives new technologies a major role, as mediators of the educational act.

KEY WORDS: ICT, knowledge society, education, educational policies.

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Evaluation and/or self-evaluation: a key process in the training of trainee-teachers of Spanish as a foreign in Gabon in the field of educational research

ABSTRACT: Evaluation is today a topical theme. There are different kinds of evaluation as it applies to instructional media in the education. Here, the focus is on diagnosis, qualitative, quantitative as well as self-evaluation where the students typically

make decisions about their own learning. For them, we would say that all these views contribute to the objective of teacher training in all aspects where enough account is taken of theory, practice and observation through discussions on corridors. Therefore, the practical field of the various settings that continually come up throughout the course is a goal to reach for the educational professionals. And to address this theme, we view evaluation as an integrating process that adds to the training of future teachers; that is, to the very teaching and, as a consequence, to learning. As a matter of fact, evaluation is centered on the classroom and it influences the students and their teacher. Here, we can see how future teachers with no experience in research methodology improve their analytical capabilities of teaching phenomena by integrating self evaluation (by the trainee teachers themselves) and peer-evaluation (by all class members) in the training act.

KEY WORDS: evaluation, self evaluation, peer evaluation, teacher training.

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The autonomy and primary school clusters in Portugal. The point out of the proceeding

ABSTRACT: From the 80s, in Portugal witnessed the approval of certain regulatory and publication of some studies on the administration and management of Portuguese schools that will culminate in 1998 with the approval of Decree-Law n.º 115-A/98, on May 4, which prescribed the school autonomy and decentralization as key aspects of a new organization of education, the aim being the achievement of democracy, equal opportunities and the quality of public education. It was definitely open to enable schools to group together according to their interests, affinities and geographical proximity. Underlying the formation of school clusters are important principles such as the realization of a sequential and linked path of children covered by compulsory education in a given geographical area and of overcoming the situation of isolation of certain schools.

The grouping of establishments in schools should result in a dynamic and creative process, conducted by the schools themselves and according to their specific situation as part of a wider movement to strengthen the autonomy, the statement of an educational project and demand Discovery and partnerships. These dynamics have been implemented in very many counties of our country, were abruptly halted with the XV Constitutional Government, to impose a logic of vertical integration throughout the country, contrary to the provisions of Law of the Education and Decree-Law n.º 115-A/98 of May 4. So, will emerge in the Portuguese educational map, vertical groupings of schools, now considered as new management units, with their own bodies and located in the school-based in each group. His appearance was part of a new policy of re-centralization of power, accompanied by the transformation of each grouping, a new tier of devolved government, fostering a new form of control over the schools merged. The vertical groupings (many) only overlap in the same organizational unit sub-sets different professional interactions with sparse, usually about instrumental issues that do not involve an innovation to improve their professional practices.

KEY WORDS: autonomy, management, administration, school clusters, re-centralization, management units.

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