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ANALYTIC SUMMARY

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LEARNED VOICES OF EUROPEAN CITIZENS: FROM GOVERNMENTAL TO POLITICAL SUBJECTIVATION

Teor. educ. 24, 1-2012, pp. 19-40

The article focuses on the way in which voice operates within the current discourse of democracy, citizenship, and learning. Based on an analysis of «learning devices» and «citizenship devices» we will show that the individual is asked to articulate him or herself in particular ways as evidence of engagement, of inclusion, and of participatory democracy. It is someone's «personhood» –issues related to identity, preferences, feelings of ownership...– that comes to count as evidence of civic engagement and political involvement. This process of personalization –the inscription of the individual as a person that turns him or her into a European citizen– will be described as an important aspect of the current mode of governmental subjectivation. To address this we explore, in line with Jacques Rancière, the notion of «political subjectivation». While governmental subjectivation involves a process of identification with the order of society, political subjectivation is a paradoxical process of de-identification with the social order. It is about the articulation of one's voice as equal within a social order in which one has no voice according to the ruling organisation of positions.

Joaquim MACHADO DE ARAÚJO and Alberto Filipe ARAÚJO

WORK, SCHOOL AND FUN. THE UTOPIA OF PINOCCHIO

Teor. educ. 24, 1-2012, pp. 41-55

The Adventures of *Pinocchio* tell the *Story of a Toy* in a transition from the state of nature to the state of culture, of someone who develops himself morally from heteronomy to autonomy. In his development, he experiences the disenchantment of the miracle of the money multiplication without work and the utopia of a fun land, the dream of any child. He reduces himself to the condition of an animal. The metaphor of the monkey to which he is faced when he is not succeeded in school is brought to the life of the animated toy. The cultural perspective on the

consequences of the delay in maintaining a state of nature becomes a reality to the one who has run away from school at first. Then the one who has idleness as a goal turns to be a serious concern. At least the one who has work and self-directed learning as main aims is a relevant turning point to this tale.

Myrte MONSENY MARTÍNEZ and Xavier ÚCAR MARTÍNEZ

THEORETICAL BASES OF THE SOCIOEDUCATIONAL INTERVENTION OF YOUTH TECHNICIANS
Teor. educ. 24, 1-2012, pp. 57-80

This article aims to deepen in the educational dimension of youth policies as well as in pedagogical professionals who develop it: the youth technicians. That is why we present the findings of recent study developed in the doctoral program «Education and Society» at the UAB, which analyzes the application of these policies in the Girona area during the last legislature, through the prism innovative and integrative theoretical framework that combines different perspectives directly linked to youth policy and more specifically to the definition that makes them in the National Youth Plan of Catalonia. These theoretical perspectives are: the *biographical approach* (Casal *et al.*, 2006); the *theory of communities of practice* (Wenger, 2001); and the perspective of *young-adult partnership*, also known as *adult as allies* (Checkoway, 1996). This analysis is allowing us to build theoretical and practical bases for the guidance of the intervention of technicians, expanding their conceptual referents, and recognition of their work, aiming to improve the deployment a positive impact on young people themselves.

M.^a del Carmen RODRÍGUEZ MÉNDEZ, José Vicente PEÑA CALVO and Mercedes INDA CXARO

SELF-EFFICACY BELIEFS AND FEMALE CHOICES OF SCIENTIFIC-TECHNOLOGICAL STUDIES: A THEORETICAL REVIEW OF THEIR RELATIONSHIP
Teor. educ. 24, 1-2012, pp. 81-104

Women are the majority in all levels of education, but there are still differences in the choice of academic options. They are underrepresented in scientific and technological studies at the University. Considering this situation as an starting point, the paper presents a theoretical development over studies that have analyzed the influence of self-efficacy beliefs in career development of students. Studies have found that this variable has a very specific and important weight in this selection. Those students who think themselves competent in the domain of science and technology are more likely to select careers in this field, work harder to complete the activities successfully and persevere when faced with difficulties. Therefore, it indicates that self-efficacy beliefs are an important variable to explain the academic choices and career development of women.

Ana IGLESIAS RODRÍGUEZ and Fernando BELTRÁN LLAVADOR

PRACTICUM WITHOUT BORDERS: A CASE STUDY OF INTERCULTURAL AND PEDAGOGICAL ACTION AND REFLECTION

Teor. educ. 24, 1-2012, pp. 105-131

Teacher training schemes of the present 21st Century ask for a new contextualization of good educational practice under frameworks of planetary scale which serve as tools aimed at interpreting culture-bound formation tracks designed for prospective teachers. The present case shows some of the opportunities and challenges of an International Practicum jointly organized by the University of Salamanca and several U.K. educational institutions. Besides their direct confrontation with culture as a living experience of diversity, the numerous agents involved in this programme were engaged in a dialogue between different pedagogical perspectives which cross-fertilized processes of teaching collaboration, mutual inquiry and a thorough rethink of areas of common linguistic, pedagogical and cultural interest. We hold that this fruitful conversation crosses borders while it offers, *per se*, an educational model of cohesiveness for it places the intercultural dimension at the heart of life-long education that can shape the profile of today's European teachers.

Joaquín PAREDES LABRA

BEGINNING UNIVERSITY TEACHERS AND HIS TEACHING WITH ICT

Teor. educ. 24, 1-2012, pp. 133-150

We analyze the perception of the integration of ICT in higher education from beginning scholars. It uses a protocol and participant observation with collection of evidences in the form of educational products. Among the major findings we meet that teaching practice is traditional, teaching is perceived as a sum of techniques, processes of change that are experienced in European universities do not push them, have not reflect enough about teaching, and that ICT is one element of their practice that has not the main role. It shows how traditional education negatively affects the possibilities of integration of ICT and the methodology each teacher uses. It offers some recommendations for change.

M.^a Luisa SEVILLANO GARCÍA and M.^a del Pilar QUICIOS GARCÍA

INDICATORS OF COMPUTER SKILL USE AMONG UNIVERSITY STUDENTS. EDUCATIONAL AND SOCIAL IMPLICATIONS

Teor. educ. 24, 1-2012, pp. 151-182

This article divulges the findings of the preliminary study for Research Project SEJ 2004-06803 I+D. It provides indicators of the use of the computer skills

developed by two groups of Spanish university students. It then indicates the training the sample groups under study declared necessary in order to gain autonomy in their use of computer skills. The sample groups analyzed were two groups of students enrolled in the first year of the audiovisual communication curriculum and the third year of the journalism curriculum at the Complutensian University of Madrid. Each group was made up of 60 students who answered a quantitative questionnaire (Likert scale) and a series of questions requiring qualitative answers. One finding was that age is not a telling factor in the use of computer skills, nor is the curriculum a student has chosen to follow. The declared educational needs include systematic instruction in tools and educational training that places limits on the relational use of virtual tools.

Juan Luis FUENTES, David LUQUE and Ernesto LÓPEZ GÓMEZ

BIBLIOMETRIC ANALYSIS OF SPANISH JOURNALS OF EDUCATION INDEXED IN *JOURNAL CITATION REPORT*. SCIENTIFIC PRODUCTION AND CONTROVERSIAL ELEMENTS
Teor. educ. 24, 1-2012, pp. 183-217

This article presents a bibliometric analysis of the Spanish journals of education included in 2010 in *Journal Citation Report*. These journals are *Revista Española de Pedagogía*, *Infancia y Aprendizaje*, *Teoría de la Educación*, *Revista Interuniversitaria*, *Revista de Psicodidáctica* and *Comunicar: Revista Científica de Comunicación y Educación*. Our research focuses on two fundamental elements: first, general data given by the studied journals; second, controversial elements where more arguments arise between experts in scientific journals: the level of inbreeding, the research financing and the degree of internationalization of each journal. Finally, it presents some reflections which can illuminate the current situation of some of the most relevant journals of education in Spain.