ANALYTIC SUMMARY

José Manuel TOURIÑÁN LÓPEZ
KNOWING, TEACHING AND EDUCATING DO NOT MEAN THE SAME. THE CHARACTER AND SENSE OF EDUCATION AS A REFERENCE TO ITS MEANING FROM THE PEDAGOGICAL APPROACH

The aim of this article is the formation of criteria about the meaning of «education» and the importance of Pedagogy for the construction of educational fields. Knowledge of education makes it possible the creation of educational fields with cultural areas. The meaning of education is the conjunction of character and sense. The character determines the meaning, the sense gives it quality.

Maria FORMOSINHO, Carlos REIS and Paulo Renato DE JESUS
EDUCATION SCIENCES: TOWARDS A THEORETICAL REBIRTH BEYOND REDUCTIONISMS

In order to clarify the directions that Education Sciences may take in the near future we start by discussing the current epistemological predicament of Education, and then articulate this discussion with an assessment of the impact of some major determinant external factors. We proceed by presenting the thread of Modernity in the configurations of educational reason and the impact of the inner fracture of reason fostered by Postmodernity, which leads us to conclude with the epistemic and normative requirements for theorizing Education. To avoid reductionism, we propose a triangular metatheory that should be able to account for the irreducible complexity of education. It presents a three-dimensional field where Education Sciences comprise, firstly, a hermeneutic and speculative dimension, cultivated by philosophy and oriented towards the setting of values and goals for the action, secondly, a descriptive and explanatory dimension, common to other Social Sciences, and thirdly an operational and technological dimension which surpasses the mere technical rationality confined to the selection of means and operationalization of goals, and therefore is in search of an intersubjective agreement that builds a consensus on the deontological normativity that regulates the activity of the professional educator, in its role of free agent and as a resource for action and change.

Pedro ORTEGA RUIZ and Eduardo ROMERO SÁNCHEZ
THE EXPERIENCE OF VICTIMS IN THE PEDAGOGICAL DISCOURSE
Teor. educ. 25, 1-2013, pp. 63-77

In this article the authors point out the debt acquired by the pedagogic discourse with those excluded from society. Violence and marginalization caused by different ways of totalitarianism have not found room in the concern of educators. A pedagogy rooted in the Illustration and Kantian ethics have not made possible a speech nor an education which support the fate of the disadvantaged and cultural differences. There is another ethics (Levinas) rooted in the feeling which can provide support for a pedagogy of reception and compassion. The authors propose a pedagogy that considers a historical individual in all their reality, an education responsive to the situation of each student in the uniqueness of their existence.

María ARENAS ORTIZ, Eva Francisca HINOJOSA PAREJA and María Carmen LÓPEZ LÓPEZ
THE EARTH CHARTER: INTERNATIONAL EXPERIENCES OF INNOVATION IN HIGHER EDUCATION
Teor. educ. 25, 1-2013, pp. 79-107

The Earth Charter is a civil society initiative that aims to strengthen the value of sustainability and interdependence between people and their contexts (Gorbachev, 2006). This statement, endorsed by UNESCO, is considered a valuable educational tool in international projects such as the Decade of Education for Sustainable Development (2005-2014) promoted by United Nations. This work focuses on the study, through a methodology based on the content analysis of various international experiences taking the Earth Charter as a benchmark for innovation in Higher Education.

Our results bring us closer to the action taken, the nature of the motivation that makes them possible, the progress made, the degree of commitment of the actors and communities involved, while providing keys to advance the development of new initiatives Higher Education more committed to sustainability.

Fien DEPAEPE, Philippe NOENS, Geert KELCHTERMANS and Maarten SIMONS
DO TEACHERS HAVE A RELATIONSHIP WITH THEIR SUBJECT? A REVIEW OF THE LITERATURE ON THE TEACHER-SUBJECT MATTER RELATION
Teor. educ. 25, 1-2013, pp. 109-124

The particular relationship between a teacher and his/her subject is the focus of this article. It reports on an analysis of the way in which this relationship is conceptualized in educational research. Four thematic fields emerged from the review, i.e., teachers' beliefs on, knowledge of, emotions on, and commitment to

the subject. Within each thematic field we described major findings regarding the way in which the relation between the teacher and the subject taught is described in educational research. Based on the review, we stress the need for research that takes not only seriously the cognitive, but also the affective relationship of the teacher with its subject.

Marita Sánchez Moreno and Julián López Yáñez
Good practices of government and management in higher education
Teor. educ. 25, 1-2013, pp. 125-148

This article presents and discusses the findings of a research project on good governance and management practices at universities. Specifically, it focuses on one of the targets of the study: the analysis of some practices identified as outstanding by qualified users. This analysis was carried out using qualitative methodology, particularly seven in-depth case-studies based on both interviews and document analysis and one focus group. The results show that visibility, durability, efficiency and capacity to enable the development of its members are characteristics associated with good management practices. Moreover, case studies show some other conditions related to both the organizational context and the biographies of people involved that can enrich our knowledge about the process by which a specific management practice gains visibility and recognition.

Teresa Fayos Gardó, Martina González-Gallarza Granizo and David Servera Francés
Perceptions of different stakeholders involved in Higher Education Service
Teor. educ. 25, 1-2013, pp. 149-172

Universities in Spain are nowadays in a period of transformation due to the adaptation of old degrees to a new structure, proposed in the famous Bologna declaration in 1999. According to a certain research stream that has emerged among service researchers considering education at University as a higher involvement service market, we propose a new work on Business Degrees related to the European Higher Education Area: The study offers a framework where new proposals of Business Degrees in Spain can find information about competences and learning outcomes. We report the results obtained in several queries made to several stakeholders involved in the Higher Education service: students, graduates, teachers and employers (companies). These results are interesting for the strategic development of new degrees.

Pablo Rodríguez Herrero, Agustín de la Herrán Gascón and Dolores Izuzquiza Gasset
Pedagogical guidelines for educational accompaniment for grieving to adults with intellectual disabilities
Teor. educ. 25, 1-2013, pp. 173-189

It is needed a foundation and some orientations to act in loss and grief situations with adults with intellectual disabilities. In this article, through a relevant literature review, we based the *educational accompaniment* as a pedagogic methodology of support with three principal elements: a) The conception of grief from its formative potential, b) The prevention of disorders associated to grief complications, c) The pedagogic intervention preferably from the tutorship or from the actuation of educators or professionals near to intellectual disabilities people. The *educational accompaniment* model is a proposal that can be placed on humanist models of grief since it considers both the characteristics of the grieving process and the formative possibilities of its elaboration. The article's conclusions present some of the benefits of the *educational accompaniment* for adults with intellectual disabilities.

Xosé Antón González Riaño, Ángel Huguet Canalis and Silvia Maria Chireac
Language diversity and Catalan/Castilian language knowledge. An empirical study with migrant students in Catalonia
Teor. educ. 25, 1-2013, pp. 191-213

This paper shows the results of a research study conducted in Catalonia with migrant students. This study aims at obtaining further knowledge of the language competence, both in Catalan and Castilian Spanish, of migrant students and comparing these results with the results obtained from a similar analysis with native students. Another goal is to explain the processes of interdependence and linguistic transfer depending on the source language, and to raise the pedagogical implications. Two tests of linguistic competence, in Catalan and Castilian Spanish, were used. The sample was 533 migrant students of the second and fourth years of Secondary Education. The outcomes point out that the interdependence and transfer processes occur following Cummings' lines of thought and they reveal the linguistic difficulties of students. The conclusions show that the linguistic closeness to the language spoken in the family should not be considered a determining factor to learn and know either Catalan or Castilian Spanish. The survey offers some pedagogical alternatives to improve the described situation, specially from an intercultural perspective.

Ana B. Sánchez García

In this paper we define the cognitive space of subtraction and place emphasis on procedural control and on the processes that need to be improved by the educational framework for proper acquisition. We describe the theory behind error acquisition. To do this, we consider the analysis of negative transfer processes induced from the educational context. The analysis is inscribed within the intersection between educational theory and cognitive theories of algorithmic learning.