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ANALYTIC SUMMARY

Virginia GUICHOT REINA
PARTICIPATION, ACTIVE CITIZENSHIP AND EDUCATION
Teor. educ. 25, 2-2013, pp. 25-47

Over the past few years, the language of «civic virtues» has been recovered following the impulse of two political theories: communitarism and republicanism. Both of them have been proposed as an alternative to dominant liberalism. Civic virtues respond to the aspirations and the commitment of citizens wishing to establish a public space in which people defend the common good. Amongst these democratic virtues, we emphasize the ability to participate in a reflective, critic and dialogic way. Participation is an essential virtue for harmony and well-being in current multicultural and pluralistic societies. In this paper, we analyse how the concept of participation should be interpreted in order to respond to current challenges. Then, we propose some guidelines about training this virtue, so necessary for a democratic education.

Patricia MATA-BENITO, Belén BALLESTEROS-VELÁZQUEZ and María Teresa PADILLA-CARMONA
PARTICIPATIVE AND TRANSFORMATIONAL CITIZENSHIP: ANALYSIS OF DISCOURSES AND LEARNING PROPOSALS
Teor. educ. 25, 2-2013, pp. 49-68

Our article deals with citizenship as a dynamic and relational concept: as a practice that points to the development of collective skills and powers to promote creativity, action and social transformation. From this approach, we have carried out a research based on in-depth interviews to 14 participants, with the aim of exploring the discourses and processes by means of which citizenship is defined and put into action. Our analysis deepens in the participants opinions about citizenship meanings and learning. The results showed in this paper focus on how it is learnt, by means of which referents, which the motivations are, and how it

is trained. Likewise, we offer some proposals to promote a citizenship education aiming to social change.

Eduardo S. VILA MERINO

INTERCULTURAL CARTOGRAPHIES: EDUCATIONAL PROCESSES AND TRANSLATION BETWEEN CULTURES

Teor. educ. 25, 2-2013, pp. 69-87

This article aims to provide elements for discussion and reflection on pedagogical implications related to multiculturalism and the necessary but often forgotten, dialogue and translation processes between cultures associated with this term, so it helps to think about what is done and what should be done on their behalf educationally. In a first analysis, more generally, are made a series of reflections on the economic, social and the cultural policies from the «multi» and «inter» and subsequently the educational building from the transversal intercultural ethical space, so as to serve as a positioning and a shallow approach to the processes of translation and intercultural dialogue in the educational realities, sometimes as artificialized. From there it goes to frame and rethink the concept of intercultural and cross-cultural translation in the context of the theory of education, as this will give us opportunities to visualize and discern that not everything that is pigeonholed as the intercultural is. Finally, in light of the above, and with a constructive spirit, establishing a series of conclusions in the form of reflections and conditions for dialogue and the work of translation between cultures that allow us to improve open fertile spaces to improve theoretical frameworks, methodological and ethical educational practice consistent with the intercultural theoretical position taken here.

Sagrario MARTÍNEZ BERRIEL

ART, MUSIC AND PERFECTION IN THE GLOBAL SOCIETY

Teor. educ. 25, 2-2013, pp. 89-109

The article analyses the renewed importance of culture's transcendent meaning, as perfection, as understood in the context of globalisation, making reference to the social role played by art and more poignantly by music and classical musicians, as the chosen and preferred area of stating a universal cultural ideal.

Sandra Liliana CUERVO SÁNCHEZ and Concepción MEDRANO SAMANIEGO
LITERACY IN THE MEDIA: BEYOND THE COMPETENCE DEVELOPMENT
Teor. educ. 25, 2-2013, pp. 111-131

This article aims to propose a theoretical reflection on the need to address media literacy in the school context. We base our opinion on the basic assumption that the media, as well as being agents of socialization, also educate in parallel to school. First, in order to set a context it analyzes media within the corporate production of culture and democratic society. From this, it develops a conceptual review of media education, literacy and media competence to end with the proposal on media education as a point of intersection between the world of knowledge, culture and citizenship.

Nuria GARRO-GIL and Sarah CARRICA-OCHOA
RELATIONAL IDENTITY AND PRINCIPLE OF SOLIDARITY AS THE BASES
FOR THE INTERCULTURAL EDUCATION
Teor. educ. 25, 2-2013, pp. 133-154

Having established the failure of multiculturalism and all theoretical and practical alternatives for the study, analysis and management of social diversity and complexity, emerges the need to raise multiculturalism as the only logical alternative for the integration of all people in the society. All this based on a new sense of identity that is able to respect, accept and integrate the differences, also with preserving the diverse cultural identities. In this sense, the relational approach proves to be the only one capable of providing an entire body of theory and a new interpretive paradigm for analysis and understanding of what it has meant the increasing heterogeneity of modern societies and its implications for diversity. Beyond structuralist functionalism, Donati proposes a new concept of relational identity and the principle of solidarity as a basis for the intercultural in the new societal citizenship highly complex and differentiated that emerges in contemporary societies.

Félix ETXEBERRÍA BALERDI, Hilario MURUA CARTÓN, Elisabet ARRIETA, Joxe GARMENDIA LARRAÑAGA and Juan ETXEBERRÍA MURGIÓNDO
SECONDARY STUDENTS' PREJUDICES TOWARDS IMMIGRATION
Teor. educ. 25, 2-2013, pp. 155-187

We carried out a review of the best-known questionnaires and catalogues on prejudices regarding immigration that exist in society and we drew up a new questionnaire, with positive and negative scales of prejudices, in order to apply them to secondary school students in the Basque Country. We analysed the responses

of almost 1,500 students and thus obtained results for the main prejudices existing amongst the students. Subsequently we examined these, the most consolidated, prejudices and compared them with scientific data, reports and other research, and which have generated debate about these prejudices. As a result of this research, we believe that we have made available to educators, inside and outside the classroom, the basis for drawing up strategies and plans for educational intervention with secondary school students.

Moisés ESTEBAN-GUITART and Xénia SAUBICH

EDUCATIONAL PRACTICE BASED ON THE FUNDS OF KNOWLEDGE AND IDENTITY APPROACH
Teor. educ. 25, 2-2013, pp. 189-211

This article presents a discussion of the proposal known as home-school continuity-discontinuity framework, designed to explain and to intervene on the educational experience of under-represented students. The main purpose of this article, grounded in sociocultural theory, is to describe the relationship between the home and school lives of students according to the funds of knowledge approach. Specifically, we suggest the concept of *funds of identity* in order to complement the funds of knowledge term. In doing so, we illustrate how teachers can document funds of identity to make direct links from students' lives to classroom instruction. Two qualitative strategies are presented: self-portrait and significant circle.

Jorge DÍAZ GIBSON, Mireia CIVÍS ZARAGOZA and Jordi LONGÁS MAYAYO

THE GOVERNANCE OF SOCIAL-EDUCATIVE NETWORKS: KEYS TO SUCCESSFUL MANAGEMENT
Teor. educ. 25, 2-2013, pp. 213-230

This paper presents a social-educative networks managerial model based on interorganizational collaboration across the community. Researchers underline significant differences between network management and managerial issues from an independent and traditional organization. But literature shows an important lack around the specific managerial variables needed to lead these complex initiatives, in order to maximize goal achievement in a community level. Results from this work present a global frame by integrating crucial strategies in the management of social-educative networks, as process steps that drive the network performance to its effectiveness through the development of a collaborative culture between professionals in the community, and the enhancement of community social capital. Therefore, the model provides some specific guidelines for network managers, so as a frame for the assessment of managerial performance.

Miguel LÓPEZ ASTORGA

LEARNING IN UNIVERSITY AND DUAL PROCESS THEORY OF REASONING

Teor. educ. 25, 2-2013, pp. 231-246

In this paper, I argue that there are relationships between two kinds of learning, associative learning and comprehensive learning, and the two reasoning systems described by dual process theory. Specifically, I try to show that associative learning is linked to System 1 and comprehensive learning is related to System 2. At the same time, I review critically the Pérez, Soto, Sola and Serván (2009)'s thesis in favour of the development of comprehensive learning, and, therefore, of System 2, and of the minimization of associative learning, and, therefore, of the System 1. In my opinion, associative learning (System 1) is necessary for human knowledge and, for this reason, I conclude that it should be analyzed through comprehensive learning (System 2), but not rejected.