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ANALYTIC SUMMARY

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ON THE OTHER SIDE OF MEANING. MERLEAU-PONTY AND AGAMBEN ON THE BODY AND EDUCATION

Teor. educ. 26, 1-2014, pp. 21-39

In this article I develop a perspective on the interconnectedness of education and corporeality that allows to analyze concrete school practices in a way that has not been explored so far. After briefly explaining why the body is an important issue for educational research, I explore more extensively a school of thought, which goes back to the work of Merleau-Ponty and which has monopolized the way in which we are inclined to think about corporeality and education. I argue that, in the end, this particular perspective doesn't take the body seriously. This is because the body is reduced to an instrument, and because the body always appears as a source of meaning. Therefore we run the risk to pay no attention to potentially relevant dimensions of corporeal life that resists human intentionality and any attempt to render the body functional. In order to develop an alternative approach that takes seriously the non-expressive and non-functional body, I turn to the ideas Agamben has formulated in connection with gestures and the potentiality of movement. Gestures concern a repertoire of bodily action/experience that shows in an immediate way what it means that we are creatures of possibility. Elaborating this idea, I concentrate on specific occurrences and practices in the world of education during which we literally coincide with our non-expressive and non-functional bodies, and during which a strong experience of potentiality is granted. In this way it may be argued that certain bodily practices are in and of themselves educationally relevant.

María Ángeles GOICOECHEA GAONA and Olaya FERNÁNDEZ GUERRERO
PHILOSOPHY AND EMOTIONAL LEARNING IN *AMOR Y PEDAGOGÍA*, BY UNAMUNO
Teor. educ. 26, 1-2014, pp. 41-58

This paper analyzes Unamuno's book *Amor y pedagogía* from a philosophical and educational approach. Unamuno's reflection on the emotional features of the individual provides useful elements to be applied in formal education contexts.

Marc PALLARÈS PIQUER
PAULO FREIRE'S LEGACY IN TODAY'S SCHOOL. FROM THE CRITICAL LITERACY TO LITERACY
IN THE MEDIA
Teor. educ. 26, 1-2014, pp. 59-76

This article presents some reflections on the legacy Paulo Freire left us. The aim is to look at the reflection of the educational practices of the past to try to achieve the pedagogical success of the future. It is presented the concept of critical literacy and the context in which this author developed it, relating it to the teaching action the school of the present needs so that the educational institution becomes an effective way of knowledge building and acquisition. It is concluded that it is required the boost of a media literacy that establishes meeting points among the teachers, the didactical contents and the students currently attending the classrooms.

Manuel Francisco VIEITES GARCÍA
THEATRE EDUCATION: A PROPOSAL FOR SYSTEMATIZATION
Teor. educ. 26, 1-2014, pp. 77-101

Over the centuries, a diverse set of educational practices gave rise to the field of Theatre Education, which has been enjoying a growing importance in many countries. In Spain the idea of a theatre education that went beyond the training of theatre artists did not come to gain a similar position to that which it occupies in the countries of our cultural area, despite its potential. However, the recent integration of the colleges of dramatic art in the European Higher Education Area, together with the presence in the curriculum of a basic training area called «pedagogy» requires the consideration of the educational field where the specialists in theatre pedagogy are expected to develop their educational practice. With this paper we offer a theoretical overview of the field of theatre education and a systematization of it, with clear implications for a specific research from a scientific perspective but also in the training of trainers.

María Paz LÓPEZ-PELÁEZ CASELLAS
EMBLEMATIC LITERATURE IN POSMODERN HIGHER EDUCATION
Teor. educ. 26, 1-2014, pp. 103-118

This paper aims at analyzing the complex semiotic and aesthetic structures constituting the emblematic literature of the 16th and 17th centuries, underlining its potential role as teaching resources within university education. I will especially focus on the basic elements of this corpus: namely, its (dis)agreement with dogmatic knowledge during this period, what makes emblematic literature a privileged vehicle to explore possible (and different) interpretations of reality and the latter's hybrid nature. This will, in its turn, serve to emphasize the necessary cohesion between discourses and disciplines necessary to correctly understand a given fact in its totality. Then, I will concentrate on how emblematic literature can be employed as a teaching resource that enables the development of interdisciplinarity and creative thinking, intertextuality and metacognitive strategies, while it also enables the interrogation of the role of language in the construction of thought.

Eloy MARTOS and Alberto E. MARTOS GARCÍA
CULTURAL ARTIFACTS AND LITERACY IN THE DIGITAL ERA: CONCEPTUAL DISCUSSIONS AND EDUCATIONAL PRAXIS
Teor. educ. 26, 1-2014, pp. 119-135

In modern times, various theoretical elaborations around the concept of «artifact», arose from different areas and paradigms in the social sciences and humanities. Without attempting to exhaust the multidisciplinary theoretical review, the article describes some axes of conceptual arguments and criteria for possible didactic interventions in educational practices. The concept of «literate culture» has been put in value by Roger Chartier and other authors. The notion of «cultural artifact» has been discussed by authors such as Holland and Cole. This article suggests several applications of these concepts to the educational reality, taking into account the social and technological changes, with particular emphasis on the artifactual approach of literacy by Pahl and Rowsell.

Antonia RAMÍREZ GARCÍA, Paula RENÉS ARELLANO and María Rosa GARCÍA RUIZ
PRESENCE OF MEDIA COMPETENCE IN CURRICULAR OBJECTIVES OF PRIMARY EDUCATION
Teor. educ. 26, 1-2014, pp. 137-159

For decades the mass media have centred the interest of numerous studies. Nevertheless, the processes of globalization and generalization of the technologies of the information and the communication, and the relation of the ITC with the mass comes up, have provoked that this interest increases between different

international institutions. The education does not remain foreign to this subject-matter, on the contrary, it is worried for the influence of the mass media in the processes of education and learning of the pupils. But: until point the curriculum shows this worry? In this article we analyze the presence of the media competence, according to the dimensions established by Ferrés (2007), in the objectives of stage and area of the autonomous regions of global form. The results show the presence of this competence in the educational intentions, but it is necessary to systematize and to show explicitly the relation between the education and the mass media.

Carolina FERNÁNDEZ-SALINERO MIGUEL

UNIVERSITY TUTORIALS IN THE SETTING OF THE EUROPEAN HIGHER EDUCATION AREA:
CURRENT PROFILES

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In the new setting promoted by the European Higher Education Area, university guidance and tutorials have become more important than ever. We understand tutorials as part of the teaching responsibility in which a more personal interaction between professor and student, professor and novice teacher, or student and student is established, and whose goal is to guide learning according to the individual characteristics and learning styles of the individuals involved. Now is the time to set up guidance and tutorials systems for students –both during the training process and in their first professional steps– and for novice teachers also. Among such systems we can mention professor coaching, peer mentoring, professional tutoring in training centres or mentoring of an experienced university professor on the novice teacher.

Maximiliano RODRIGO VEGA, José Manuel EJEDA MANZANERA, M.^a Pilar GONZÁLEZ PANERO and M.^a Teresa MIJANCOS GURRUCHAGA

CONCEPTIONS ON FOOD FOR FUTURE TEACHERS AND NURSES. CONSTRUCTION OF PEDAGOGICAL KNOWLEDGE ON DIETETIC ISSUES

Teor. educ. 26, 1-2014, pp. 187-209

The present study responds to the interest of linking research in educational practice with the development of pedagogical knowledge. Specifically, based on two researches in the teaching of Food knowledge for future teachers and nurses, a sequence of conceptions is proposed and may serve as a guide with educational content to work on orientation of diet selection in the area of Food Education.