

TEORÍA DE LA EDUCACIÓN

ISSN: 1130-3743 - CDU 37.013

Vol. 27, 1-2015

ANALYTIC SUMMARY

Concepción NAVAL and Elena ARBUÉS

ON THE USE OF INTERNET IN PROMOTING SOCIAL VIRTUES. CASE STUDY: CIVIC PARLIAMENT

Teor. educ. 27, 1-2015, pp. 33-52

Citizen participation is essential for democracies to be viable, sustainable and healthy. But it is necessary to establish the appropriate channels for exercising it; and we can not fail to consider the fact that people live in an increasingly inter-connected society, where the mass media are a key social resource and can play an important role in fostering critical thinking and active citizenship (Livingstone, 2004; Buckingham, 2007). We understand that to achieve this, from the field of civic education, digital spaces should be considered as privileged spaces for participation. In this paper we show the initiatives undertaken by the «Civic Parliament» project to provide online teaching materials to the teachers so they can raise in their students certain social virtues. The challenges in this order are diverse, we could highlight two: to promote participatory awareness in students, and to combine the technical, pedagogical and ethical-civic aspects of media use (Gonzálvez, 2012).

Key words: civic education; civic participation; media competence; social competence; social virtues.

José Antonio IBÁÑEZ-MARTÍN

CRITICAL THINKING, POLITICS ON A LARGE SCALE AND MEDIA DEMOCRACY

Teor. educ. 27, 1-2015, pp. 53-67

The first approximation to the social current reality offers us numerous motives for the worry. The spectacle of violence and of immorality can scare us easily. But more worrying still it is to verify that the horizon of conviviality, peace and well-being that Europe had been developing from the Treaty of Rome of 1957 has compromised itself seriously for the economic crisis. Today we are before an assault to the democratic politics, which is qualified, on the part of the media democracy,

as an exhausted system, which is required to be changed into a new and great politics, a politics on a large scale. The article analyses the concept of a politics on a large scale, primarily attending to Nietzsche, and noting its union with the great philosophy and the great education. The study of the texts of Nietzsche leads us to the conclusion of how in them we often find an interesting analysis of the problems and a misguided proposal for solutions. We cannot think to suggest solutions to all the problems, but we outline various proposals about changes of political activity, that reasonably are defended from the media democracy. In conclusion, we point out that a politics on a large scale requires statesmen, able to suggest modes of life in common that can structure a long-term coexistence.

Key words: contemporary problems; politics in the media democracy; Nietzsche.

Gonzalo JOVER, María del Rosario GONZÁLEZ MARTÍN and Juan Luis FUENTES
EXPLORING NEW WAYS OF MEDIA CONSTRUCTION OF CITIZENSHIP IN SCHOOLS: FROM
ANTIGONE TO TRANSMEDIA STORYTELLING
Teor. educ. 27, 1-2015, pp. 69-84

Recent movements of citizen participation have found on the Internet and the Social Networks a favorable environment for development, which should lead us to a pedagogical reflection about the potential of virtual spaces for citizenship education. This article presents the theoretical basis and the pilot project of a school work which allows us to promote a concept of digital literacy that includes digital and civic competence. From the classic *Antigone*, conceived as the first act of civil disobedience, we explore the categories of public and private, which are perceived on this narration as opposite areas. Then we propose to understand the school as a space of conversation between both contexts. For this task, the project brings together the provocative capacity of classic literature and the potential of transmedia storytelling, where pupils are not only consumers but also critical participants before the social reality.

Key words: Citizenship education; Information and Communication Technologies; Public Space; Private Space; Transmedia Storytelling.

Ángel GARCÍA DEL DUJO, José Manuel MUÑOZ RODRÍGUEZ and María José
HERNÁNDEZ SERRANO
INTERACTIVE SOCIAL MEDIA AND (DE-RE)FORMATION PROCESSES OF CITIZENSHIPS
Teor. educ. 27, 1-2015, pp. 85-101

Are new technologies encouraging a (re)construction of the concept and phenomenon of citizenship? This work gives a reading of the ways on how these

technologies can contribute to some shaping processes and citizen empowerment that our time requires. The article proposes the concept of relationship as a bridge between the two pillars of reflection, new technologies and (de-re)construction processes of citizenship, then describing the context of international research which the results belong to –the project *Interactive Media for Social Integration. Skills Bartering, Empowerment and Informal Learning*– as well as the methodology used –*Community Reporting*. The results are finally submitted to theoretical and pedagogical discussion from technologically emerging civic values.

Key words: acts of citizenship; relationship; new technologies; citizen empowerment.

Francisco ESTEBAN and Juan Luis FUENTES

VIRTUAL UNIVERSITY EDUCATION: A REFLECTION ON CULTIVATION OF THE VIRTUES

Teor. educ. 27, 1-2015, pp. 103-118

Higher Education is not stranger to the changes produced on contemporary societies by information and communication technologies, because its dimensions of research and teaching have seen modified some of its essential practices. However, if such dimensions aspire to become renovator and not to injure the ultimate sense of the university, they could not undermine the aim of development of the person as person. In this article, we propose a theoretical reflection that considers several key aspects related to the conditions of fostering virtues on virtual higher education: the appropriate conception of autonomy of university students as members of an academic community, the relationships with peers and professors on virtual learning environments, the specificity of academic content, and the formal and relational criteria that support the aesthetic workmanship of higher education.

Key words: Higher Education; virtual environment; virtues; autonomy; educational relationship.

Juan GARCÍA-GUTIÉRREZ

THE EUROPEAN MODEL FOR THE ON LINE PROTECTION OF CHILDREN. FROM THE «MEDIA APPROACH» TO A «SAFER APPROACH»

Teor. educ. 27, 1-2015, pp. 119-136

Today, as never before, the youngest generations are being able to easily access the current technological innovations. Nevertheless, young people surf the Internet with no intervention from adult generations, namely their parents, educators, or school. Cyberspace and technologies of information and communication are considered a sensitive area where vulnerable groups, mainly children and

teenagers, are in need of protection. This paper attempts to provide an hermeneutical approach to legal and political doctrine developed by the European institutions – namely the European Commission, as well as a philosophical and educational analysis of the so-called «European model for the on line protection of children», its specificity and limitations, in order to achieve a more comprehensive and integrated approach to the issue.

Key words: Online safer; online responsibility; online care; children rights.

Leticia Gabriela LANDEROS AGUIRRE

TECHNOLOGICAL RESOURCES DESIGN FOR ETHICAL & CIVIC EDUCATION:
THE TELESECONDARY EXPERIENCE IN MEXICO

Teor. educ. 27, 1-2015, pp. 137-153

This article shares the experience related to the design of training materials for the subject *Civic & Ethical Education (CEE)* in Mexico. It refers back to the case of Telesecondary, a learning approach based on the use of technologies covering more than one million students from 12 to 15 years old in semi-urban and rural zones. It presents a view on the process followed in 2006 and some aspect that resulted to be the most relevant when articulating a curricular proposal to be used nation-wide, as well as a didactical proposal based in the use of technologies. Three elements are highlighted: the development of a theoretical and pedagogical positioning about the civics & ethics education, the definition of core learnings to be promoted throughout the designed materials, and the challenges that involves the generation and implementation of technological resources in contexts of social exclusion and a wide digital gaps.

Key words: Civic & Ethics education; Telesecondary; training materials o learning materials; technological resources.

Emanuele BALDUZZI

THE DEVELOPMENT OF VIRTUE THROUGH SITUATED LEARNING

Teor. educ. 27, 1-2015, pp. 155-167

The purpose of this article is to underline the educative potential of the teaching method called «Situated learning». Thanks to the introduction of Tablets and iPads into the school environment, teachers have more instruments (i.e. interactive slides, video and audio support, Internet based sources) to let knowledge, abilities and skills grow into their students' mind: this is «Situated learning». Although the learning potential of these new learning instruments is clear, there must be the support of the students' and teachers' qualities and virtues (in particular the virtue

of sharing knowledge), otherwise the whole potential would be nullified anyway: students with no will to learn will not learn, with or without an iPad, and the same is for a teacher with no will to teach.

Key words: Situated Learning; Mobile Learning; Learning Process; virtue of sharing.

M.^a Ángeles HERNÁNDEZ PRADOS, Patricia LÓPEZ VICENT and Verónica BAUTISTA ORTUÑO

PERCEPTION OF SECONDARY SCHOOL STUDENTS ABOUT THE TRANSMISSION OF VALUES THROUGH ICT

Teor. educ. 27, 1-2015, pp. 169-185

This paper aims to study the perceptions of students at Secondary School about the transfer of values in Internet. This is a descriptive research which has involved 94 students on the 3rd and 4th courses. Results have been obtained regarding the identification of values present in the network, the main agents of transmission of values, as well as the positive and negative aspects that ICT provides to transmit values. In addition, we analyzed the frequency with which the students put into practice some values through telematic networks and tools they use to do that. Conclusions, show up, the consistency between the common practices in the network and the most frequent values in these contexts (creativity, dialogue and collaboration). They also point to the increasing role of the family and the peer group in the transmission of values in the network.

Key words: Information Society; ICT; values; teens; Internet.

M.^a Carmen CARO SAMADA

INFORMATION AND TRUTH IN THE USE OF THE NETWORKS BY TEENAGERS

Teor. educ. 27, 1-2015, pp. 187-199

One of the most important challenges of the Internet is the veracity of information on the net. Although lying is an inherent possibility of human communication, Internet has encouraged anyone to create fake web contents. Moreover, Internet has brought new forms of sociability and experimentation in young people. In this regard, social networks allow playing with virtual profiles and even creating fake profiles. This article addresses these two issues, in addition to looking deeply into the challenges this presents from a moral and educational point of view, especially in adolescents.

Key words: digital identity; adolescence; social networks; fake profiles; digital reputation.