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ANALYTIC SUMMARY

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THE METHODOLOGICAL QUESTION (BETWEEN PHILOSOPHY, SCIENCE AND PEDAGOGY)

Teor. educ. 27, 2-2015, pp. 25-44

The article aims to investigate the methodological issue through the dimensions of science, philosophy and pedagogy. The heuristic perspective goes beyond the interdisciplinary and multidisciplinary horizon to open the pedagogical research to a transdisciplinary discourse aims not only to expand the scientific boundaries of pedagogy, but also to join together etymology and philology, semiotics and hermeneutics, logic and linguistics, philosophy and science, pedagogy and pedagogical epistemology.

Key words: pedagogy; philosophy; science; epistemology; methodology; method; research; logic; transdisciplinarity.

Virginia GUICHOT-REINA

THE MARTHA NUSSBAUM'S «CAPABILITY APPROACH» AND ITS EDUCATIONAL CONSEQUENCES: TOWARDS A SOCRATIC AND PLURALISTIC PEDAGOGY

Teor. educ. 27, 2-2015, pp. 45-70

In a time of uncertainty such as the one we are currently living through, education can become lost beneath an avalanche of proposals unless rigorous debate is maintained on one essential question for an educator: which model of person and society should be chosen towards which all educational actions should be directed. This paper strives to clarify this choice. We show the Martha Nussbaum's approach which includes a theory of social justice and individual well-being. Within this framework, Nussbaum defends several essential characteristics that education must pursue: provision of critical and reflective thinking; and pluralism and training for a complex citizenship. This article is completed with personal conclusions concerning the difficult journey one has to travel upon accepting commitment towards Nussbaum's «fair society».

Key words: «Capability Approach» and Education; Martha Nussbaum's Educational Philosophy; Citizenship Education; Contemporary Educational Thinking; Moral Education.

Diego LUNA

THE INEVITABLE REVOLUTION OF MIND: REFLECTIONS ON EDUCATION FROM *EL ARTE DE VIVIR* BY JIDDU KRISHNAMURTI

Teor. educ. 27, 2-2015, pp. 71-89

In this paper, several considerations about education are proposed after the ideas raised in Jiddu Krishnamurti's *El arte de vivir* (*Life Ahead: On Learning and the Search of Meaning* in the original English edition) by Jiddu Krishnamurti. In order to do so, a conceptual synthesis of his ideas concerning social issues dealt with by education today will be set on the one hand. On the other, a reflection will be carried out so as to determine whether his ideas fit into a general historical framework of educational thought.

Key words: Jiddu Krishnamurti; transpersonal education; mind; emotion.

Margarita GONZÁLEZ SÁNCHEZ, Susana OLMOS MIGUELÁÑEZ and Sara SERRATE GONZÁLEZ

SOCIO-EDUCATIONAL THINKING AND ACTION IN SCHOOL CONTEXT. A DESCRIPTIVE-CORRELATIONAL STUDY

Teor. educ. 27, 2-2015, pp. 91-114

This article provides findings from a broader research project that comprises different units of analysis related to social educators and their professional activity. Here we describe and justify social-educational interventions by social educators in schools. To this end a descriptive-correlational study using a classic survey design with questionnaire was carried out in Spain's autonomous regions of Castile-La Mancha and Extremadura. Our findings corroborate the growing presence of social educators in the educational system and the functions they perform, allowing us to review and discuss the role of social educators in schools. Here we present partial results addressing one of the dimensions studied, referring in general to the professional profile of social educators and more specifically to their functions in schools of secondary education as they respond to the demands that today's society expects from the educational system.

Key words: Secondary schools; social-educational intervention; functions; professional activity.

Geo SAURA and Julián LUENGO NAVAS

BIOPOLITCS AND EDUCATION. MEASUREMENT, STANDARDIZATION AND REGULARISATION
OF THE POPULATION

TEOR. EDUC. 27, 2-2015, PP. 115-135

This paper analyzes scholar standardized testing as a dispositif of educational biopolitics. It describes a theoretical review of biopolitics, an analytic of power of the economic agencies that legitimize global education policies and a socio-technical mapping of teacher control technologies. The dispositif of educational biopolitics causes the legitimizing of disciplinary logic in students, along with the perpetuation of dividing lines (normality/abnormality) and the hegemony of standardization as regularization of population sets. The effects brought about in teachers are presented with in-depth interviews of empirical research, including two qualities: «comparability», of which the characteristics are computing/center and relationship with everything, and «dividuality» where the properties are competitiveness and subjection.

Key words: biopolitics; education policy; standardized testing; dispositif.

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Mónica GIJÓN CASARES

INTERVENTION WITH WOMEN IN THE CONTEXT OF PROSTITUTION: PEDAGOGICAL TAKE
FROM DIFFERENT VOICES

Teor. educ. 27, 2-2015, pp. 137-159

This article tries to reflect the educational dimension of the work that social entities carry out with women in contexts of prostitution. For this purpose, we did a qualitative investigation across interviews, groups of discussion, participative observation and life histories, from three types of informants: specialists in the matter, professionals who work on the area directly with the women, and women in contexts of prostitution. The analysis of the information allows us to recognize the pedagogical content that underlies in the intervention that develops in this area. From this perspective, the results showed in this paper try to reveal the educational potential that practices and relationship that professionals establish with the women contain.

Key words: female prostitution; social-educational intervention; educational relationship.

Josep BALLESTER ROCA and Noelia IBARRA RUIS
READING AND LITERARY TRAINING IN MULTICULTURAL CONTEXTS. AN INCLUSIVE
EDUCATIVE PERSPECTIVE
Teor. educ. 27, 2-2015, pp. 161-183

This article exposes the potential of reading and literary education in multicultural and multilingual contexts, as well as, recommend its importance not only on the acquisition and development in stable reading habits, but as an essential foundation for the construction of much more equal and democratic societies. Directly opposed to a great numbers of pessimistic voices that alert about the dangers in the increasing migratory movements, and their consequences as migrating students in all the different levels at Spanish schools in the country. Researchers stand for the possibilities of literature and reading didactics in the development and consolidation of reading, literary and intercultural competences, and therefore, in this sense, reveal the magnitude of the literary text from an educative and inclusive perspective that allows the construction of the citizenship.

Key words: literary education; reading training; diversity; migration; intercultural education; integration; reading; literary and intercultural comprehension.

Maria Conceição ANTUNES
EDUCATE FOR SUCCESSFUL AGING: REFLECTIONS AND PROPOSALS FOR ACTION
Teor. educ. 27, 2-2015, pp. 185-201

The aging population is undoubtedly one of the most disturbing phenomenon of our time, posing serious problems and new challenges to contemporary societies.

In this essay, we intend to invite the reader to reflect with us about some of the compelling challenges that the aging population places to the intra-community experience of our days, in a particular way, those of education.

The intention is, first of all, try to uncover the joints that are established between the concepts of successful aging, quality of life and health in order to understand if successful aging is a possible reality. Secondly, our designs reflect an inescapable relationship between education and successful aging, weaving some proposals of reconfiguration of education so that this can be understood as a promoting factor of successful aging and quality of life of the elderly population.

Key words: successful aging; quality of life; health; education.

Ernesto LÓPEZ GÓMEZ

LINKING RESEARCH AND TEACHING AT THE UNIVERSITY: TEACHING RESEARCH NEXUS
Teor. educ. 27, 2-2015, pp. 203-220

This article shows the findings of a review of research with the aim of deepening one of the core aspects of the work of university teaching: research. Specifically, the article develops the levels of research at universities, the parameters for understanding university teacher as a researcher and the discussion about the relationship or independence between research and teaching, with the main objective of providing strategies to develop an integrated approach: *teaching research nexus*. The findings show that the relationship between research and teaching have immediate benefits in the depth of student learning and the possibilities to generate academic communities of practice.

Key words: Research; teaching; university; higher education; teaching research nexus.

Pedro GARCÍA GALLEGO, Vicente SANJOSÉ LÓPEZ and Joan Josep SOLAZ-PORTOLÉS
EFFECTS OF PROBLEM CHARACTERISTICS, CAPTURING PROBLEM STRUCTURE AND USING ANALOGIES ON HIGH SCHOOL STUDENTS' SUCCESS ON PROBLEM-SOLVING
Teor. educ. 27, 2-2015, pp. 221-244

This study analyses the influence of academic level, academic itinerary, word problem's context and structure, capturing problem structure, and using analogies on problem-solving. A factorial design was used with one within-subjects variable and several between-subjects variables, which have been selected depending on the hypothesis in question. Two types of booklets containing two word problems and questions about capturing problem structure and using analogies in problem solving, were administered to a total of 181 grade-10 and grade-12 students. The results of non-parametric statistical tests showed that: a) Academic level and academic itinerary are decisive variables in problem solving, b) Capturing problem structure is needed to solve problems, but the use of analogies is not needed, and c) Problems increase in difficulty when they have complex structure and low familiarity context.

Key words: science education; problem-solving; context and structure; analogies.