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ANALYTIC SUMMARY

Juan Eduardo ORTIZ LÓPEZ

DIALOGUE AS AN ETHICAL COMMITMENT IN PLURALISTIC SCHOOLS

Teor. educ. 29, 2-2017, pp. 25-39

The following article aims to conceptualise dialogue as a teachable strategy that allows to generate active processes of listening, problem-solving tasks, ethical formation, and acceptance of the other within the context of pluralist schools. Dialogue is identified as a key space for reflection and communication, comprehending that this entails particularities such as resistance and asymmetry in terms of power. On the other hand, pluralist schools base their structure on the coexistence of diverse cultures which are mutually benefited through dialogue. Nevertheless, it is necessary to understand that the others' culture's validation and acceptance move through the ethical perspective from which the communication between the actors occur. All in all, dialogue constitutes a crucial strategy for diversity and coexistence in the pluralist and democratic schools.

Key words: dialogue; ethics; pluralism; coexistence.

Raúl GUTIÉRREZ-FRESNEDA and Antonio DíEZ-MEDIAVILLA

EFFECTS OF COMMUNICATION IN IMPROVING DIALOGIC WRITTEN IN PRIMARY STUDENTS COMPOSITION

Teor. educ. 29, 2-2017, pp. 41-59

Writing is an essential tool for academic success, requiring skills and strategies of great complexity that are not always taught in the school environment. The purpose of this study was to analyse whether, using a program of teaching strategies of written production implemented through dialogic communication in interactive groups, improved the acquisition of written composition. A quasi-experimental design of comparison between groups with pre-test and post-test measurements was used. 409 students between the ages of 8 and 9 participated in the study. The results support the potential value of the program and suggest the development of teaching models that integrate dialogic communication practices. Therefore, the design of programs oriented towards the development of composition strategies

through interactive groups that facilitate the learning of written composition is recommended.

Key words: spoken language; writing; written expression; written language; text production.

Sonia CASILLAS MARTÍN, Marcos CABEZAS GONZÁLEZ and Azucena HERNÁNDEZ MARTÍN
TECHNOLOGY-MEDIATED COLLABORATIVE LEARNING: THEORETICAL CONTRIBUTIONS
BASED ON ANALYSIS OF EDUCATIONAL PRACTICE
Teor. educ. 29, 2-2017, pp. 61-86

Collaborative learning has been a subject of great interest in the context of educational research, giving rise to many studies emphasizing the potential of the collaboration process in student learning, knowledge building, the development of diverse abilities and improved academic performance. Based on a conceptual review and thorough reflection on this topic, this article presents the results of a case study carried out in different schools in the Autonomous Community of Castile y Leon (Spain) in an attempt to identify patterns of common action through the implementation of collaborative learning methods mediated by information and communication technologies (ICT). Among the many outcomes of this study, we conclude by highlighting the need to plan collaborative work very carefully, taking advantage of the opportunities offered by ICT as communicative environments where it is possible to construct joint and shared learning.

Key words: collaborative learning; Information and Communication Technologies; educational technology; educational innovation; quality of education.

Alba MADINABEITIA EZKURRA and Idoia FERNÁNDEZ FERNÁNDEZ
FACULTY DEVELOPMENT OF UNIVERSITY TEACHERS: ANALYSIS AND SYSTEMATIZATION
OF THE CONCEPT
Teor. educ. 29, 2-2017, pp. 87-108

Faculty development of university teachers is recognized as a relevant factor for improving the quality of education in higher education institutions. However, behind this term different conceptions and practices are hiding. This article aims to analyze this concept over time and to understand deeply the complexity of their meanings, for which we will focus on socio-historical production contexts and on scientific research. To this end, it has been made a bibliographical review of the most relevant Anglo-Saxon literature in this educational field. The analysis allows us to conclude that it has been moving from an approach oriented to supporting teachers in their development as teachers, professionals and/or academics, towards another, focused on promoting effective teaching and learning processes at micro

and macro level. These challenges highlight the need to foster broader visions that, beyond teachers, focus on institutions, frameworks, and infrastructures that target teaching and learning.

Key words: concept analysis; faculty development; university professors; educational development; organizational change.

José Javier BERMÚDEZ-APONTE and Francisco Javier LASPALAS PÉREZ
THE UNIVERSITY PROFESSOR: INTEGRATION BETWEEN THE PERSONAL AND PROFESSIONAL DIMENSION
Teor. educ. 29, 2-2017, pp. 109-126

In the first part of this article, the authors explain how the teaching role is affected by certain social and cultural changes, like the knowledge society emergence, the universities orientation towards marketing, the constant demand and pressure exerted on teachers to publish, the loss of the ethical sense in the academic activity and the disparity of tasks that are being assigned to the university professors. In view of the above, a comprehensive model, compound by two concepts –personal and professional– of a university professor is proposed; in fact, this model incorporates and summarises different contributions regarding this theme. Finally, this article aims to defend the need to understand the teaching role as a vocation, in the broadest sense of the word, a vocation carries the inclination to pursue an aim: the education of those students that teachers have in charge.

Key words: professors; universities; identity; teacher responsibility; educational objectives.

Elena MARTÍN-PASTOR, Cristina JENARO RÍO and Francisca GONZÁLEZ-GIL
SOCIOLINGUISTIC AND CULTURAL COMPONENTS IN THE EDUCATIVE PROCESS OF IMMIGRANT STUDENTS
Teor. educ. 29, 2-2017, pp. 127-144

In the Spanish educational system, immigrant students are one of the principal groups with high rates of school failure. In this situation we assume that part of the difficulties of these students can be explained by their ignorance of cultural codes and the communication mediators in which the school is organized which can impede their access to the curricula, their communication, their participation and their social and educative inclusion. Our study aims to identify similarities and differences in the understanding of sociolinguistic and sociocultural components among immigrant students whose mother tongue is Spanish compared to their peers of compulsory secondary education. To test this, a sample of 247 students from Salamanca was selected. Of these 141 students were immigrants. The results

show that immigrant students who speak Spanish have more difficulties inferring the meaning of the vocabulary and the expressions that appear in their teaching resources. This leads us to think about the educational practices that we are developing in order to respond the needs of those students.

Key words: immigrant students; cultural social and linguistic diversity; intercultural education; school failure.

Tania GARCÍA BERMEJO

FOUNDATIONS AND SOCIO-EDUCATIVE STRATEGIES IN THE ELABORATION OF LIFE STORY
IN KINDSHIP FOSTER CARE

Teor. educ. 29, 2-2017, pp. 145-165

Kindship foster care is the most common child protection measure in Spain, which finds the appropriate elaboration of life stories between its main difficulties. If this reconstruction of life story, which usually contains dramatic situations, is not well carried out, it could generate identity problems and hinder children's adequate development. This article analyses narratives as one of the key socio-educative strategies for the elaboration of life stories, based on the concepts of *failed experience*, *reactive imaginative experience*, and *mirror stage*, among others. Moreover, it proposes the use of autobiographies, lifebooks and literature as meaningful tools to foster identity development and resilience in children, in order to they may know their life stories in a coherent and positive way.

Key words: kindship foster care; identity; life story; narrative; failed experience.

Roberto SANZ PONCE and Ángela SERRANO SARMIENTO

IS EDUCATION CHANGING? A REFLECTION ON THE FUNCTION AND MEANING OF SCHOOL
FOR EVERYONE

Teor. educ. 29, 2-2017, pp. 167-184

In this article, the authors make a reflection on the function and meaning of current school. They analyze the approaches from the significant institutions and pedagogues –UNESCO, Nussbaum, Perrenoud, Robnsson, Morin and Gardner– focusing on the current educational crisis or how educating today. From a capabilities perspective, the authors, they emphasized on the need to educate the person from reality and its context, giving a new approach to educational curriculum from a more inclusive approach. Thus the authors suggest the importance of a humanist education focused on the reality of students, with an educational model that responds to the reality of what school is able to do. An education based on a model that gives importance to formation and not only to instruct. This article also presents conclusions about educational practice as the teacher's role, the

teacher-student relationship, the classroom atmosphere, attention to diversity or methodologies; transversal topics when you need to give new meaning to the act of educating.

Key words: education goals; capabilities development; pedagogical consequences; educational challenges; teachers.

Beatriz GARAY IBÁÑEZ DE ELEJALDE, María Teresa VIZCARRA MORALES and Ana Isabel UGALDE GOROSTIZA

SCHOOL PLAYGROUNDS, LABORATORIES FOR THE SOCIAL CONSTRUCTION OF HEGEMONIC MASCULINITY

Teor. educ. 29, 2-2017, pp. 185-209

The study of the use of playgrounds by the football is not something new today. But the normality with which this practice is assumed is the key driver in the construction of hegemonic masculinity and gender biases for non-intervention by the school. A case study was conducted in the city of Vitoria, to know what is the meaning that members of the school community give this situation, through questionnaires and focus groups with families, teachers and students. We check the persistence of imbalances in the dynamics of school breaks and biologists justifications for non-intervention by a sector of teachers. We propose a seductive intervention in these spaces, and a greater formative reflection of the teachers in the elaboration of specific programs for the dynamics of the playgrounds.

Key words: playgrounds; football; hegemonic masculinity; school community.

Antonio RODRÍGUEZ FUENTES

TEACHERS, PARENTS AND STUDENTS FACING CULTURAL DIVERSITY. CONVERGENCE PROFILE AND INFLUENCE AMONG THEM

Teor. educ. 29, 2-2017, pp. 211-231

We interviewed three collective (teachers, parents and students) with different characteristics and contexts to ensure representativeness, taking into account the establishment of patterns and differences between collectives. To do this, the statements of each interviewee have been categorized and properly codified through a system of categories a posteriori. A subsequent analysis has been carried out by grouping categories by content and reducing categories through meta-categories; as a result perceptual patterns have been detected in the groups studied that have not always been suitable, regarding information about other cultures and training in how to engage with them. The data has been subjected to percentage-differentials analysis which has highlighted significant differences of opinion between parents and teachers, as well as between them and the children or students. There is a

problem that must be resolved. Otherwise the lack of cohesion will profoundly influence students to arbitrarily develop their own attitudes about diversity.

Key words: attitudes to cultural diversity; perceptions to cultural diversity; educational agents; attitudinal and perceptive coherence.

Santiago Tomás BELLOMO

RELEVANCE OF MICHAEL OAKESHOTT FOR CONTEMPORARY HIGH EDUCATION

Teor. educ. 29, 2-2017, pp. 233-255

This article analyzes Oakeshott's model of University, and the philosophical principles that inspire his theory of education. The analysis evidences the deep relevance of some of Oakeshott's proposals and criticism. At the same time, it reveals some of the difficulties that arise when trying to apply his proposals. Following the trace of his own perspectives, the article will propose a revision of Oakeshott's philosophy of education in the light of these difficulties.

Key words: Oakeshott; university; high education; liberal education.