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ANALYTIC SUMMARY

Fernando GIL CANTERO

CIRCUMSTANCES AND REASONS FOR THE CURRENT ANTI-PEDAGOGISM

Teor. educ. 30, 1-2018, pp. 29-51

The aim of this article is to analyze some of the reasons for the current discrediting of pedagogical knowledge. First, some national and international examples of the cultural circumstances for the rejection of Pedagogy as an academic discipline and pedagogues as valid professionals are established. Secondly, a review of the main positions at stake on anti-pedagogism is presented. Thirdly, some of the reasons that may explain the current anti-pedagogism are analyzed. These reasons are based on possible mistakes or excesses of a certain kind of Pedagogy. There are political reasons; Pedagogy has allowed an excessive ideological polarization between traditional schools and progressive or new schools. There are gno-seological reasons as well; Pedagogy has separated way too much the educational perspective and the learning from the cultural content in the curriculum areas. And, finally, there are normative reasons too; Pedagogy has focused excessively on identifying education with life and subjective experiences.

Key words: anti-pedagogism; pedagogical knowledge; normativity.

Angélica María RODRÍGUEZ ORTIZ

ONTOLOGICAL ELEMENTS OF CRITICAL THINKING

Teor. educ. 30, 1-2018, pp. 53-74

This article presents an analytical research, in which is to reveal the nature of critical thinking to identify the elements that constitute it and bring clarity to the discourse of Science education literature around this phenomenon. Unveiling the ontology of critical thinking will allow teachers and researchers from different disciplines in the field of education to acquire the understanding of this phenomenon to think didactic and pedagogic methodologies that draw human beings in training the development of higher level skills, in order to reach the formation of autonomous beings, capable of thinking for themselves and acting under argued reasons and criteria, which are based on the use of language and its relations with thought and action.

Key words: Critical Thinking; Ontology; Language; Thought; Action.

Jon IGELMO-ZALDIVAR and Patricia QUIROGA UCEDA

LIGHT PEDAGOGY IN HYPERMODERN TIMES: THE *HOMESCHOOLING*, THE WALDORF SCHOOLS, AND THE NEW IGNATIAN PEDAGOGY

Teor. educ. 30, 1-2018, pp. 75-94

Gilles Lipovetsky's work is a reference to analyze the hypermodern societies. In his last book entitled *De la ligereza* (2016) the French author studies the paradigm sustaining a civilization based on the notion of lightness. This approach contains implications in the field of education. In this paper we analyze first of all the theoretical possibilities of counterpoising the heaviness and the lightness to encourage the pedagogical thinking. On the other hand, in order to delve into the analysis, we focus on three educative proposals integrating central notions of the light pedagogy which are undergoing a growing demand of their educative proposal: a) homeschooling, unschooling and flexi-schooling, b) Waldorf education, and c) Catalan Jesuit schools participating in the project *Horitzó 2020*.

Key words: Gilles Lipovetsky; light pedagogy; homeschooling; Waldorf Pedagogy; ignatian pedagogy.

Pedro ORTEGA RUIZ and Eduardo ROMERO SÁNCHEZ

THE PEDAGOGY OF ALTERITY AS PARADIGM OF EDUCATION FOR PEACE

Teor. educ. 30, 1-2018, pp. 95-116

This article represents a detailed theoretical justification of the peace as value from the levinasian ethics and offers an educational proposal for the construction of peace from the pedagogy of alterity. The experience of the last decades reveals the inconsistency between the speech of the peace and the search of the conditions necessary to reach her. Peace is not only the absence of conflicts and wars. It is the just and equitable construction of the living conditions for all. The essential contents for educating in peace are presented: integration of the different one in cultural terms; the justice and the solidarity and care of our common home. Offers a proposal to educate for peace: to educate the pupils in the responsibility way to others and environment; integration of the personal context in the educational process; and the need to promote establish the negative pedagogy as denunciation and criticism of the situations injustices that happen.

Key words: education; etichs; peace; alterity; context; justice; responsibility; environment.

Serena BILLITTERI

HANNAH ARENDT READER OF FRANZ KAFKA: A PEDAGOGICAL APPROACH TO THE POETIC REASON

Teor. educ. 30, 1-2018, pp. 117-132

By addressing the issue regarding the poetic reason in Hannah Arendt from a pedagogical perspective, two paths of investigation can be defined. The first considerations guided us to the recognition of the poetic thinking, along with its similarity to the common language, as the human manner of understanding in a different and essential way, and of reflecting on what is unpredictable and indefinable. A second approach is to show how poetic reason can be developed, in education, through a reevaluation of the tradition and the past. It seems that Hannah Arendt wants to indicate the humanistic heritage, often discredited by behavioral sciences, as the place from where the world can be seen as something in common, as a shared house, where an authentic type of communication can begin.

Key words: poetic thinking; pedagogy of presence; memory and tradition; Franz Kafka.

María Gisella BOARINI

EDUCATIONAL RESEARCH TODAY: IN SEARCH OF LEGITIMATION

Teor. educ. 30, 1-2018, pp. 133-155

Current educational research must overcome serious epistemological conflicts that condition its development: incommensurability, difficulty of integration, relativism, among others. These questions arise because this research has justified its field and practice based on its own historicity. The presence of these problems has led to a task of seeking legitimacy; however, this legitimation continues to be based on the historicity of research and its productions. In this way, the research is enveloped in a circle from which it cannot leave unless the eyes of the researchers begin to transcend the field itself and its own practice.

Key words: educational research: incommensurability; historicity; epistemological diversity.

Nathanäel FRIANT and José SÁNCHEZ-SANTAMARÍA

CONCEPTIONS OF JUSTICE IN EDUCATION: CONSTRUCTION OF A FRAMEWORK FOR ITS ANALYSIS

Teor. educ. 30, 1-2018, pp. 157-177

This paper proposes a frame to analysis conceptions of justice in education. This framework can be very useful to identify conceptions about justice in educational discourses. It is a good example of its heuristic interest. In this way, it will

be possible to produce a transfer of the design of different educational systems and deduce probable consequences, or also to identify in the name of what the conception of the education policy about justice is criticized or defended. After the presentation of the respective work of the two authors of this article, based on the theories of justice, three models of analysis of educational equity are discussed: Demeuse and Baye (2005), Bolívar (2005) and Espinoza (2007). Finally we propose a new model to overcome the weak points identified in previous models.

Key words: justice in education; education; theory of education; educational equity.

Carmen RODRÍGUEZ-MENÉNDEZ, María Paulina VIÑUELA-HERNÁNDEZ and Sara RODRÍGUEZ-PÉREZ

TOWARD A NEW CONCEPTUALIZATION OF PARENTAL CONTROL FROM THE SELF-DETERMINATION THEORY

Teor. educ. 30, 1-2018, pp. 179-199

Research developed on parental educational styles, specifically research that has studied the «parental control» dimension, has been carried out on a variety of conceptualizations of this concept. This heterogeneity in the use of the concept has had a direct effect on results of the research. So, empirical evidence on the effects of parental control on children has been often inconsistent or misleading. In this context, the article analyzes the main epistemological and methodological problems produced by the ambiguous use of this construct. Besides, and from the framework provided by the self-determination theory, we propose a new definition of the construct and we explain its relationships with other parental educational dimensions. Specifically, two complementary dimensions are proposed: autonomy support versus control and structure. This proposal allows to avoid the mentioned problems and to open a new field in the study of parenthood.

Key words: parental control; autonomy support; parental structure; parenting educational styles; self-determination theory.

Alberto Filipe ARAÚJO and Joaquim MACHADO ARAUJO

NEW EDUCATION AND SCHOOL WORK: HORIZON AND POLARITIES OF AN EDUCATIONAL VISION

Teor. educ. 30, 1-2018, pp. 201-216

In this article the authors revisit the main principles and key concepts of the New Education and point out the importance of developmental psychology and of the need to allow children to mature (Jean-Jacques Rousseau) as well as to promote their education from within through the practice of active methods. Next, we identify within the New Education ideology the ideas of progress and perfectibility dear to the Enlightenment tradition and, from the school performance perspective,

we question if the New Education propositions approach or move away from the Taylorist perspective and how they incorporate the concepts of the economic and social man. These concepts affect the organization of the work, namely the organization of school work, determine two important references that impose boundaries to the pedagogies in action.

Key words: New Education; Traditional School; school performance; active pedagogy.

Ana CASTRO ZUBIZARRETA, Pilar EZQUERRA MUÑOZ and Javier ARGOS GONZÁLEZ
DEEPENING THE TRANSITION BETWEEN CHILDHOOD EDUCATION AND PRIMARY
EDUCATION: THE PERSPECTIVE OF FAMILIES AND TEACHERS
Teor. educ. 30, 1-2018, pp. 217-240

The work aims to know the perspective maintained by families and teachers in relation to different elements of the transition process between Childhood Education and Primary Education: its importance or transcendence, the changes that occur and the challenges faced by the children, as well as the mechanisms and actions implemented by the centers to encourage it. 460 families and professors participated in the study completing a questionnaire. The results show the existence of a significant gap in thinking about the importance and transcendence given to the transitions that are experienced in early childhood between families and teachers despite also finding other aspects converging. Considering these findings, the generation of educational transition programs adapted to the needs and demands of each school which encourage the participation of all the people involved in this important process.

Key words: educational transition; Early Childhood Education; Primary Education; families; teachers.

Susana GÓMEZ REDONDO and Juan R. COCA
EPISTEMOLOGICAL AND ONTOLOGICAL BASES OF AN INTEGRATIVE DIDACTIS
Teor. educ. 30, 1-2018, pp. 241-258

This article aims to build bridges between didactics empiricism and its theoretical reflection. We understand that the search for a didactic ontology is essential to give an epistemic basis to didactic knowledge. Therefore, this task needs philosophical bases that help to comprehend education from ontological perspectives. For this purpose, we will approach the nature as a substrate where the relational and the rational are shaped. We will see how rationality and the justification operate at the individual level (adjectival) and inter-subjective (shared), to sketch the idea of trans-subjectivity as a rational meta-structure linked to the cultural and, therefore, to educative. Finally, we will analyse how natural and rational ontological elements are conjugated with the didactic process, to try a metadidactic comprehension.

Key words: didactics; metadidactics; alter-rationality; relationality; respectivity.

José Luis RODRÍGUEZ ILLERA

INFORMAL EDUCATION, EVERYDAY LIFE AND TACIT LEARNING

Teor. educ. 30, 1-2018, pp. 259-272

This article proposes a review of the concept of informal education, connecting it with the contexts of activity and learning that occur in everyday life, and the kinds of issues to explain that they do not appear clearly in formal education. These include, among others, predispositions to behave in social situations, forms and types of decisions, membership and participation in communities, development of personal identity.

It has been done a bibliographic and conceptual research, especially of authors who have explored ways of learning little considered in theory of education, as well as associated implicit, tacit learning concepts, and the idea of contexts of learning. As a result, it is proposed a new classification of the forms of informal education, as well as the advantages and problems associated with an approach based on learning contexts.

Key words: learning contexts; informal education; everyday life; tacit learning.

Teresa GARCÍA GÓMEZ

PROFESSIONAL PATHWAYS COMMITTED TO DEMOCRATIC EDUCATION

Teor. educ. 30, 1-2018, pp. 273-295

This work reconstructs the professional pathways of two primary school teachers committed to other forms of schooling. The objective of the study was to learn about their contributions to the construction and development of a democratic educational model – a model that would rank as a democratic educational alternative, and which we first define in order to contextualize the educational practices of these two teachers. The study used a qualitative methodology based on biographical interviews to construct the life stories of two teachers, both of whom have dedicated part of their lives to alternative educational projects. The findings show two pathways that differ in the way in which each of the teachers became involved in alternative educational projects: the first, after participating in a democratic project that led to awareness, and the second, moved by awareness to seek a project that would allow her to participate in a critical, transforming education.

Key words: Primary teaching; democratic education; democratic educational alternatives; primary school teachers; life stories.