

# TEORÍA DE LA EDUCACIÓN

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## ANALYTIC SUMMARY

Mariagrazia CONTINI

ETHICS OF EDUCATIONAL PROFESSION, BETWEEN «SAD PASSIONS», EMPOWERMENT AND RESISTANCE

Teor. educ. 22, 1-2010, pp. 19-41

The article proposes a critical reflection on nowadays cultural globalization, underlying, particularly, the «sad passions» it is connoted with and that characterize young people and adolescents, extinguishing their ability of projecting their future. In order to contrast this tendency, the author suggests a tight commitment by the educational professionals, through competences and meta-competences, plural knowledges and own ethics, in order to promote in the young generations a passionate will of growing through knowledge, emotions and relationships in a frame of self and social empowerment.

Gonzalo JOVER and Bianca THOILLIEZ

FOUR DECADES OF EDUCATIONAL THEORY. AN IMPOSSIBLE EQUATION?

Teor. educ. 22, 1-2010, pp. 43-64

This article discusses how Spanish Educational Theory has been configured in the last four decades. To this end the authors use as a metaphor the concept of «equation» and present a series of interviews with three persons who have played a fundamental role in the development of theoretical knowledge of education: Gaston Mialaret, Paul H. Hirst and Wilfred Carr. The «equation» is composed of two known values and an unknown quantity, where the former are, on the one hand, the French component of educational sciences and, on the other, the UK factor of the disciplines applied to education; the unknown quantity to resolve is Theory of Education. The article argues that Theory of Education developed in our context has tried to unite heterogeneous elements isolated from their original traditions, and, however, what is needed today to understand the equation of education is a theory more focused on investigating education itself.

José Ángel LÓPEZ HERRERÍAS

WHAT «I» IS VALUABLE FOR THE ACTUAL WORLD?

Teor. educ. 22, 1-2010, pp. 65-90

The proposals for the pedagogical renewal are motivated by the awareness of living in a problematic world. The social and academic interest is frequent in relation to how to act-behave well in a multicultural world, demanding sustainable development. In such a world, the advancement of human rights impedes the increase in illiteracy, hunger, poverty and injustice, in addition to promoting more dignity and freedom. From the viewpoint of Pedagogy one has to try hard to promote methodological renewals (popular education, socio-cultural animation, community development), which can educate us in order to be capable overcome these challenges. The main problem resides in the clarification of what type of individual, and what type of *narrative actor* should be placed in the theatre of living together that would carry out the mentioned methodologies, and above all, to achieve the required ethics of renewal. This should render the «metamodern» human being more ethical than cognitive.

Paul SMEYERS

REVISITING PHILOSOPHY OF EDUCATION

Teor. educ. 22, 1-2010, pp. 91-116

This study starts from the way philosophy of education was conceived by Richard Peters, how it has been amended in succeeding discussions within the Anglo-Saxon context as well has been the object of postmodern criticisms. Due to the changes in the educational area, it then asks what follows for its programme. Focusing on the debate concerning educational research it is argued that though it cannot do without addressing conceptual and justification issues, this should not be seen as a particular method. Philosophers of education write for different audiences (colleagues working in philosophy and philosophy of education), but they should not ignore those who are involved in educational practice and policy. They should therefore engage in a particular kind of 'political' research which transgresses the usual critical approach by offering also suggestions about how things could be done otherwise thus exemplifying the relevance of philosophy of education.

Paz CÁNOVAS LEONHARDT and Piedad María SAHUQUILLO MATEO

FAMILY EDUCATION AND TELEVISION MEDIATION

Teor. educ. 22, 1-2010, pp. 117-140

This article try to deal with the complex influence of television viewing in the process of socialization of children and adolescents, focusing our attention on the importance of the family as the mediator-educator agency of particular relevance. Once analyzed the basic theoretical assumptions, we deepened in reality under study by providing data about how the studied population lives television and what extent parental mediation influences and affects the process. The article concludes with some reflections and pedagogical suggestions which trying to help to the optimization of the educational reality.

Lorenzo GARCÍA ARETIO and Marta RUIZ CORBELLA

THE EFFICIENCY IN DISTANCE EDUCATION. A RESOLVED PROBLEM?

Teor. educ. 22, 1-2010, pp. 141-162

Thanks to the concern for the quality of distance education, a large amount of scientific literature had been produced to help detect the strong and weak points of this type of methodology and this has contributed to its constant improvement. One line of research focuses on whether significant differences exist between face to face and distance learning.

Using an empirical methodology of content analysis, we have explored research on student performance in both formats in order to detect major differences between the two. This meta-analysis shows that the effectiveness of the education does not depend on the technological resources available or the teachers or the students, although they are all decisive, but rather on the quality of pedagogical design. With rigorous designs, whether they be used in face to face scenarios or in distance education, the results are not significantly different.

Maximiliano RODRIGO VEGA, José Manuel EJEDA MANZANERA and M.<sup>a</sup> Teresa MANJARREZ GONZÁLEZ

ANALYSIS OF THE KNOWLEDGE ON NUTRITION OF THE FUTURE HEALTH WORKER. PEDAGOGICAL IMPLICATIONS

Teor. educ. 22, 1-2010, pp. 163-195

The knowledge of food related issues is becoming increasingly important both for teachers and health workers. The priority of their field of work is to improve the healthy habits of the population that it is aimed at. This paper deals with the issue of initial training of three types of health workers, the future graduates on Medicine, Nutrition and Nursing. Once they get their syllabuses, they are given some questionnaires. The questionnaires seek to ascertain their knowledge of the requirements, their awareness of the concept of Nutrition and their eating habits. The analysis of the results leads us to some conclusions: the only group which has an adequate level to begin with, are the future graduates on Nutrition. The reason for these results may be their interest in and better knowledge on the subject. The result of these analysis also show that almost 50% of future doctors have gaps on basic matters such as knowing what and how much they should eat per day. This percentage reaches almost 70% for nursing trainees. Therefore, it seems that nutrition syllabuses for these two groups need to be revised. The conclusion will show that the same situation is reflected in the results: the group with better eating habits are those studying Nutrition. The reason for this could be the motivation and the nature of their studies.