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ANALYTIC SUMMARY

Fernando GIL CANTERO

«EDUCATION WITH THEORY». A PEDAGOGICAL REVIEW OF THE THEORY-PRACTICE RELATIONSHIPS
IN EDUCATION

Teor. educ. 23, 1-2011, pp. 19-43

The theory-practice relationships in education cover three main areas. On the one hand, they refer to teaching, to the transmission of learning contents. On the other hand, those relationships pertain to the range of educational judgements or counselling activities. Finally, they relate with the field of educational research and its relationship to practice. The article argues that it is required to distinguish the theory needed for educational research, from the theory needed for educational practice. The text aims as well to analyze critically postfoundationalist's positions to vindicate some of the contributions of the modern perspective of epistemology.

Bienvenido MARTÍN FRAILE

EDUCATIONAL THEORIES UNDERLYING TEACHING PRACTICES

Teor. educ. 23, 1-2011, pp. 45-70

This article examines the practices developed by teachers in Spanish elementary school that reflect two theoretical models of education: the traditional school and the new school. The analysis is done through the opinions of retired teachers, who expressed their thoughts and professional experience issued in a booklet. This knowledge constitutes the conceptual corpus that guides the practice of teachers, and that becomes a new point of view to study cultural heritage. The validity of this knowledge makes possible to include it in the training of new generations of teachers, at a time when we witness the strengthening of the knowledge society and the consolidation of ICT in classrooms.

Lluís BALLESTER BRAGE and Antoni J. COLOM CAÑELLAS
YOUTH AND PEDAGOGY (ON THE GENESIS OF THE THOUGHT OF WALTER BENJAMIN)
Teor. educ. 23, 1-2011, pp. 71-106

The authors analyze the 16 early writings that W. Benjamin wrote between the ages of 19 and 23, all of which relate to educative matters, and where the decisive influence of G. Wyneken is shown. The issues that the young Walter Benjamin addresses are also studied, such as idealism and youth culture, the necessity of reform in schools and universities and also in moral, aesthetic and religious education as well as in juvenile sexuality. However, the most important thing is that in these works one can find the constants that characterize the rest of his production, such as his individualism, his obsession with his own childhood experiences, his contradictions and thematic transitions, his interest in aesthetics and art, the complexity of his work, his agnosticism and his consideration of Judaism as a cultural element, and above all his critical sense and his vocation for criticism which starts to become evident. Somehow in these articles of educative content one can discover many of the constants of what will be the subsequent work of this author.

Miriam PRIETO EGIDO
THE AFFECTIVE LIFE IN EDUCATIONAL THEORY. THE TREATMENT OF EMOTIONS IN THE *SEMINARIO INTERUNIVERSITARIO DE TEORÍA DE LA EDUCACIÓN*
Teor. educ. 23, 1-2011, pp. 107-130

What place have emotions taken in the definition of human being on which the Spanish Educational Theory has been built? What recognition has been given to the affective system in reflections about what is or must be education? These are both questions that the present article tries to answer. To do so, a review of the work that has been made within the *Seminario Interuniversitario de Teoría de la Educación* is presented, considering the important role it has played in shaping the Theory of Education in Spain. The answers to these questions come from the members of the seminar themselves, whose reflections in this regard are presented in a summarized but detailed way, in such way that the own reader is able to follow this development.

Susana OLMOS MIGUELÁÑEZ and María José RODRÍGUEZ CONDE
TECHNOLOGICAL PERSPECTIVE OF EDUCATIVE ASSESSMENT IN UNIVERSITY STUDIES
Teor. educ. 23, 1-2011, pp. 131-157

Universities find themselves in a period of reflection about the content matter and the processes of transformation that have rapidly been triggered and are

shaping the so-called society of knowledge and information. We relate to management and development of learning because the main function of University, as an institution, has been, from its origins in the Middle Ages, to plan, coordinate and transmit knowledge. Having started the first decade of the 21st century, this goal has been reformulated with the aim of contributing to the development of certain general and transferable competencies and of other more specific ones, derived from a body of technical knowledge. When teaching at University revolves around competencies, the organizational changes do not exclusively affect, therefore, the teaching methodology, but they also have an effect on the processes of learning and assessment. In the present article, we try to set out this situation under a theoretical and methodological approach, at the same time we formulate some current proposals for the problem of the assessment of learning at University.

José Ignacio AGUADED GÓMEZ, Ramón TIRADO MORUETA and Ángel HERNANDO GÓMEZ
VIRTUAL CAMPS IN ANDALUSIAN UNIVERSITIES: TYPOLOGIES OF EDUCATIONAL USE, TEACHING
COMPETENCES AND INSTITUTIONAL SUPPORT
Teor. educ. 23, 1-2011, pp. 159-179

This paper is inspired on the Research Project for Excellence «E-learning platforms for virtualization of subjects». The main aim of this work is to depict the general use of virtual education in universities in western Andalusia and to identify current teaching uses of e-learning platforms in higher education. By means of a specific questionnaire, variables of the digital resources used were identified, as well as functionalities, technological competences of teachers and institutional measures. The use of Multiple Correspondence Analysis (MCA) technique made possible the identification of four types of associated educational uses: a) a majority group of teachers using e-learning platforms mainly for informative purposes and with low competence; b) a group of teachers with high competence using e-learning platforms frequently; c) a group of teachers occasionally using e-learning platforms in contexts with scarce boosting measures and without technological training; d) a minority group of teachers widely using e-learning platforms, with high technological competence and in a favourable environment for the use of ICT.

José Ignacio IMAZ BENGOETXEA
SCREENS AND EDUCATION: TEENAGERS AND VIDEOGAMES IN THE BASQUE COUNTRY
Teor. educ. 23, 1-2011, pp. 181-200

This article brings together the main results of an empirical study dedicated to analysing the relations between videogames and education in the Basque Country. The research had two major aims. First, it set out to produce an initial quantitative estimate of the use of digital games among Basque adolescents. The second

goal was to design workshops to test and analyse the possible educational uses of videogames. The data show that the majority define themselves as videogames users and that there does not appear to be any significant difference between players and non-players. In the second part of the study, we tested four workshops or experiments. The sessions have shown that the electronic games can be interesting support material at the schools, and that the motivation of the students is very high in this kind of proposals.