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ANALYTIC SUMMARY

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SCIENTIFIC KNOWLEDGE AND THE CANKERS THAT GO WITH IT

Teor. educ. 23, 2-2011, pp. 19-43

This paper presents the challenges in, the search for and the cankers of scientific knowledge. Human beings have taken pains to learn about themselves and to investigate reality in order to reveal its secrets. Science is humankind's great effort to understand itself. Human scientific evolution requires individuals who have been educated about the theory of research methods and techniques and gained a thorough knowledge in that area.

Science has prestige. It is believed to be capable of solving almost all the problems humanity has ever encountered. Science is trusted, because scientific assertions are regarded as being well grounded, reliable and fertile. What does science offer that makes it unquestionable? It certainly has limits and cankers of its own. There is a diversity of sciences. Scientific knowledge is in a state of constant revolution. Scientific development is an asset for humankind. We ought to fan a vocation for science in our youngsters and awaken their scientific curiosity.

Xavier LAUDO CASTILLO

THE HYPOTHESIS OF POSTMODERN PEDAGOGY. EDUCATION, TRUTH AND RELATIVISM

Teor. educ. 23, 2-2011, pp. 45-68

This article proposes to recover the debate on the postmodern pedagogy with a double aim. On the one hand, contribute to clarify and make more coherent the conceptual order on pedagogy in relation to Postmodernism. On the other, clearing the way for the real possibilities of what might be or are being, educational theories and practices constitutive of a postmodern pedagogy. The research was conducted through the hermeneutic of philosophical and pedagogical texts. First, the postmodern is presented in the epistemological level and clarifying his relation to different types of relativism. Second, we discuss and defend the possibility and the existence of a postmodern pedagogy taking into a special account the

question of the normativity. Thirdly, we develop the arguments that, from a hermeneutic and pragmatist view, relativism offered as educational trend. In this part we offer an integration of postfoundationalism and other postmodern principles in educational thinking and suggests some lines to develop in the future. Finally, we conclude with a synthesis of the outcomes and their implications for pedagogy and educational theory.

Clara ROMERO PÉREZ and Carmen PEREIRA DOMÍNGUEZ
EDUCATION POSITIVE APPROACH: CONTRIBUTIONS TO HUMAN DEVELOPMENT
Teor. educ. 23, 2-2011, pp. 69-89

This article analyzes the current theoretical perspectives underlying educational proposals aimed at promoting the positive development of the people. Firstly we show the most important characteristics of the positive approach. Then, we focus on the positive concept of the inner and its relation to eudaimonia, self-care and emotional selfgovernance. Thirdly, with reference to the contributions of Positive Psychology and Prevention Science we examine the two points of view –hedonic and eudaemonic– from which different pedagogical approaches are based and focus towards education for the welfare, social-emotional development and educational character. We conclude that, despite the lack of practical knowledge about happiness and the art of living, a positive education oriented to the human construction processes must promote both emotional and social skills such as feelings and moral responsibilities for the optimal development of human being.

Fátima Maria BEZERRA BARBOSA and Margarita PINO-JUSTE
AESTHETICS AS A MOTIVATIONAL FACTOR FOR LEARNING
Teor. educ. 23, 2-2011, pp. 91-109

The philosophical reflection about art, beauty, good, truth, and their ability to produce pleasure in people comes from Platon in our western culture.

Considering that education must be understood as an integral phenomenon, encompassing not only the intellectual dimension but also the sensitive, intuitive and rationing dimensions, and imaginative and creative abilities, «knowing to be» is linked to «know» and «knowing-how». We think the importance of aesthetics as a motivation factor for learning is unquestionable and, through imagination and creativity, innovation in the construction of alternative roads for a more human and pleasant world can be promoted.

Tania MATEOS BLANCO and Luis NÚÑEZ CUBERO
NARRATIVE AND EDUCATION: INVESTIGATING THE SCHOOL EXPERIENCE THROUGH
NARRATIVE ANECDOTES
Teor. educ. 23, 2-2011, pp. 111-128

Narrative is one of the characteristic ways of constructing reality in as much as it expresses, represents and puts into order the dynamic experience of human action. Applied to research on the school experience, it helps reveal how pupils interpret certain events or situations experienced at school. We will expound in this article the main perspectives from which narrative is understood within the field of social sciences: (a) As material for research, it is conceived as an experience expressed in a narrative anecdote, and primary resource for the analysis of the school context; (b) As a form of thought, it is a cognitive process through which people express and assess their experience; (c) As a research approach, it constitutes a way of constructing, exploring or analyzing individual and collective experiences. In short, though rarely used within the field of education, narrative in the form of anecdote is a technique that is suitable when inferring the beliefs, desires, values or attitudes that students hold regarding their school environment.

Joris Vlieghe
EDUCATION, CORPOREALITY AND THE EVOLUTION TOWARDS DIGITAL LEARNING. A
«STIEGLERIAN» PERSPECTIVE
Teor. educ. 23, 2-2011, pp. 129-150

In this article we explore some philosophical perspectives on the current shift from traditional forms of class and group teaching to learning activities in digital environments. Our interest goes more precisely to the corporeal dimensions of this evolution. Showing that as a rule the issue at hand is discussed about in terms of the absence or obsolescence of the body, we argue for the introduction of a new approach, that draws from the insights of the French philosopher Bernard Stiegler. He has developed a fully technology-centred approach that analyzes subject-formation in relation to a contingent history of material tools and related embodied practices (which function as a kind of external memory support in an original sense). This particular approach allows for concrete analyses that show the school to be a material dispositive of attention related to concrete practices such as writing or exercising. Although Stiegler is in the end not entirely consistent in following his own «materialist» assumptions, we will argue for a «Stieglerian» line of research that allows to fathom the meaning of today's (traditional) and tomorrow's (digital) educational reality, omitting a normative perspective (i.e. refraining from directly denouncing or acclaiming the digital [r]evolution at hand).

Manuel BARBOSA

EDUCATION IN MULTICULTURAL SOCIAL ARENAS. REVALUATION OF THE ROLE OF CIVIL SOCIETY

Teor. educ. 23, 2-2011, pp. 151-170

The educational activity of civil society, due to excessive focus on instruction, has not been valued as it should, but today, given the urgent need to build viable social future in the multicultural arenas of the big cities, we need to rediscover and to rescue it for this task. The purpose of this article, after reviewing the diversification and complexity of multicultural social arenas as a result of mass immigration to urban cosmopolitan areas and to discuss the alternatives facing, with realism and sustainability, the future in these areas, consists on reevaluating the educational potential of the institutions of civil society and of placing it, in concrete and strategic terms, to the service of a new paradigm of social relationships in multicultural urban spaces.