

## ABSTRACTS

### NEW PERSPECTIVES OF PROFESSIONALS IN EDUCATION IN THE MANAGEMENT OF EDUCATIONAL PROJECTS

*Alfons Martinell i Sempere*

*In this article the changes which are taking place in the world of education are presented, in the light of complete scholarization and the response to new necessities and the educational demands of society. The creation and implantation of new services in the field of non-formal education, as well as the incorporation of educational services in the application of social and territorial policies, has generated a new field which professionals of education must face up to in order to incorporate themselves in a working world which is not just the educational system. From these premises the article proposes some reflections on the necessity of educating students from the different educational careers in the areas of management of projects and of out-of school organizations.*

### TOWARDS A PSYCHOPEDAGOGICAL MODEL OF EDUCATIONAL INTERVENTION

*Carme Timoneda*

*The following article is an attempt to provide a Model of Psychopedagogical Intervention in the Educational Process, applicable to the cycles of infant and junior education as defined by the educational system reform (the "Reforma").*

*It is a model founded on the theoretical basis exposed by César Coll in the "Disseny del Marc Curricular" (Syllabus Framework Design) and on the General Theory of Systems applied to the field of the educational institution.*

*The figure of the psychopedagogue as a professional totally integrated into the educational institution, and his/her tasks are described with relation to each of the components of the school sub-system (teaching staff, pupil, family), without forgetting interaction with the social context and with that of the educational administration.*

### CAREER EDUCATION: A NEW FOCUS FOR PROFESSIONAL ORIENTATION

*Enric Corominas*

*Career education is a reforming movement dealing with professional orientation which began in the U.S.A. in the 1970's and which since then has also spread to Europe. This programme is faithful to the premises which originally inspired the idea of careers guidance in the 1920's, but is appropriate for our technological, changing society.*

*It is characterized by a globalised focussing on professional guidance in education and by co-operation between several different agents in the task of giving guidance.*

*This article makes an attempt to systematize the functions of the different agents (teachers, parents, peers, the world of work, institutions, etc) with reference to the dimensions or general objectives of careers education (improvement in intellectual*

*levels and attitude training, self-knowledge, knowledge of the possibilities offered by the medium, learning how to make decisions, transition to the world of work and preparation for occupational adaptation). Attention is drawn to the importance of the role of the careers guidance officer as co-ordinator of all the efforts in his function of designing, developing, and assessing careers guidance programmes.*

#### CONSOLIDATING JUVENILE PENAL JUSTICE IN CATALONIA: A HISTORIC OPPORTUNITY

*Joaquim Asso*

*The article proposes the possibility of defining in Catalonia a model of juvenile penal justice based on the "responsibilization" of young people. This historical possibility is circumstantial and would involve optimizing the utilization of the judicial and administrative resources currently existing in this area, extending them to cover an age-range which could go as high as twenty-five years of age.*

#### AN APPROXIMATION TO LEISURE EDUCATIONAL INTERVENTIONS

*Pere Soler*

*Leisure education in something with an important tradition in our country. It is a principally practical tradition, and one which has been validated by important and varied experiences. Unfortunately, theoretical reflection does not enjoy such an important history. This situation has worsened up to the present day due to the unfair discrimination which leisure education, and, in fact, non-formal education in general, have been subjected to in university educational thinking. The educational problem has always been reduced merely to "the school problem".*

*This article is an attempt to deal on a more profound level with the concept of leisure education, through analysis of the different educative interventions which may arise in this sector. An attempt is made to delimit the area covered by this term through comparison with other terms, such as: leisure activities, out-of-school education, socio-cultural animation and infantile and juvenile associationism.*

*Finally a proposal is made to include these educational sectors in the pedagogical language of universities, in order to gain a more complete concept of education and of the educative interventions which are carried out within the aforementioned areas.*

#### A PROPOSAL FOR AMBIENTAL EDUCATION: THE UNRAVELLING OF THE FUNCTIONING OF OUR CITY

*Pere Cornellà / Quim Cufí*

*Ambiental education is a fundamentally important pedagogical tool for bringing the ambiental message into the public eye, so that it may become part of the collective social conscience.*

*This article makes a brief presentation of a project for ambiental education,*

*designed by the authors of the article. It is to be applied within the field of urban ecology, with the main aim of giving a general vision of some aspects of the functioning of our city, through examination of some of the elements of this, and of the interconnections between these elements.*

*The methodology used in the project is based on an interactive approach, of the "Choose your own adventure" kind, in order to work with the greatest possible number of connections and inter-relations between the elements which make up the ecological network of the city.*

*It is a project which will shortly be published in book form, since it has won the first "Beca Josep Pallach" (Girona City Council/University of Girona) prize. It has the virtue of making very clear where and what the essential values and attitudes are, and of defining the urban ecological problem, keeping in mind all the elements which play an important role in this problem area.*

## INTERCULTURAL EDUCATION: BASIC ATTITUDES

*Francesc Carbonell*

*The presence of the children of foreign immigrants in our schools presents important educational challenges and questions many of the attitudes of those who are implicated in the tasks of receiving and of educating these children and their families. Some of these challenges are not new, as, since time immemorial, certain cultural or ethnic minorities (and not only gypsies) have always been present in our classrooms and in a broader sense, in our places of social intervention. One of these challenges is the specific training which the people (professionals or volunteers) who carry out the aforementioned tasks require. This inevitably entails reflection and a remodelling of personal and professional attitudes.*

*Emphasis is laid upon the necessity for accepting and stressing cultural diversity, and an adoption of the position of combating inequality and exclusion is made essential. Emphasis is also placed upon the dynamic aspect of cultural identity which should lead to a favourable attitude with respect to the process of acculturation of the educator him/herself. Also, the concept of active integration against segregation of assimilation is stressed, as are the indispensable symmetry in relationships, and the necessity for facing up to and working out solutions to conflict instead of trying to avoid it. Etc.*

## NEW (?) PERSPECTIVES IN EDUCATIONAL SCIENCES

*Salomó Marqués*

*In light of the great international texts such as, for example, the Universal Declaration of Human Rights, the Unesco Recommendations of 1974, and those of the Council of Europe in 1985, and also working with what the LODE and the LOGSE say with respect to the Spanish state, the author reflects upon the superior values which must affect the world of formal and non-formal education. Insistence is made to the effect that there are certain values which must delimit the future perspectives of any educational work.*

*At the same time, a reflection is made on the way in which these values must condition positively the teaching and research in the Faculty of Educational Sciences in the recently created University of Girona. The article concludes with some concrete proposals for getting under way the process of introducing and consolidating these values in the university world.*

## NEW PERSPECTIVES IN DEALING WITH INDIVIDUAL DIFFERENCES

*Paco Jiménez / Montserrat Vilà*

*Amongst other things, this article raises the question of, and begins to give answers to, such well-known problems as defining the new perspectives of psychopedagogic treatment in the comprehensive school, which supposes the clarification of which are the top-priority lines of teacher-training to be adopted in order to cater ideally for specific educational needs, and of how to evaluate, both at the beginning and at the end of the educational process, as well as determining who must be responsible for carrying out this evaluation. In this way, we may find the answers to many questions which now worry us and for which, as yet, there are no clear answers.*

## A STRATEGY FOR DEALING WITH DIVERSITY: THE "LOGSE" AND MASTERY LEARNING

*Albert Arbós*

*Mastery learning implies a conscious selection of key ideas within the subjects to be studied. Careful sequencing and continuous assessment which will demonstrate up to what level the content of a subject have been grasped and which will then set in motion new recuperation, plans, consolidation and enrichment in accordance with the time available and in function of student success. A maximum of opportunities—in terms of time and adequacy—must be offered to each student, so that he may "master" the basic skills of each area of knowledge.*

*This is a planification model for effective learning which also allows for maximum development of the positive pedagogical aspects which the educational reform of this country offers us.*

## INTERCULTURAL EDUCATION

*Xavier Besalú*

*In the first part of the article a brief revision is made of the forms and focuses which schools have adopted in order to deal with individual differences.*

*After this, interculturalism is defined as an attitude relative to the type of relations which may arise between the different particular cultures, and the most significant traits of an intercultural education are outlined.*

*The third part of the article proposes a basic instrument of syllabus design for an intercultural education scheme. This part finishes with an example, showing how the schools in the region of the Alt Empordà are, in fact, already living through a multicultural situation, and suggests that a response to this new challenge is a matter of urgency.*

### DESIGN OF INDIVIDUAL LEARNING PROGRAMMES FOR MENTALLY-DISABLED/DISADVANTAGED PEOPLE. SOME GUIDELINES FROM THE POINT OF VIEW OF CAREER EDUCATION

Maria Pallisera

*The aim of this article is to present some of the principal implications of the Career education focus in the development of the syllabus for mentally disadvantaged people, which presupposes innovation in traditional educational practice, especially concerning training for adult life, through working with and boosting these people's abilities and areas of competence.*

*In the first section, a historical revision is made of the educational perspectives dominant in the adult-life training of the mentally deficient. In the second part, guidelines are given as to "What to teach?" from the point of view of Career education. The traits which define the components of the curricula are described, a possible distribution of these components throughout the period of education is suggested, and the systems which allow for the relating of these components to academic curricula are also described.*

### INDIVIDUAL DIFFERENCES AND PSYCHOPEDAGOGICAL TREATMENT

Paco Jiménez

*The aim of this article is simply to draw attention to the precarious state in which education, in the strictest sense, of autistic children finds itself.*

*There is a gap in the field of infantile autistic education and we must not forget that this kind of education irrefutably forms part of the area to be covered by the general programme of education.*

*In the specific case of autism there are two levels where this abandonment is notably clear; namely, in the first place, within the framework of schooling itself, and secondly, during the long period which covers from school to the protected workshop.*

*It can be affirmed that the training of psychopedagogues, with specific reference to the aim of providing an answer to the needs of the autistic child, is deficient. The professionals of psychopedagogy, faced with these children, do not know where to begin. They know that they have to do something, yet they do not know how.*

*Today, the challenge of educating autistic children poses a complex series of problems for the psychopedagogue; specifically, the finding of adequate responses to such enigmas as the treatment of individual differences in autistic children, as well as their schooling and professional training, always keeping in mind the idea of enabling each individual to find the occupation which best fits his personal idiosyncrasies.*

## NOTES ON THE ORGANIZATION OF EDUCATIONAL RESEARCH IN CATALONIA. A PROPOSAL.

*Ma. Carme Vidal i Xifre*

*Beginning with a brief analysis of the evolution and current situation of educational research in Europe, the author exposes in this article the models and systems of financing upon which this research is based in order to suggest an alternative policy of organisation of educational research in Catalonia following a plan based on constant diagnosis of the educational system. The objective is to help to overcome the lack of connection which often exists between research and educational policy and practice, and to show that, in order for the decisions taken in educational policy to be adequate and for them to be applied, it is necessary to be in possession of a diagnosis of the educational system, and to have constant interaction between educational research and assessment.*

## REVISION OF EDUCATIONAL RESEARCH ON THOSE VARIABLES WHICH EXPLAIN ACADEMIC PERFORMANCE

*Judit Fullana*

*In the article an exposé of the evolution of the concept of academic performance is given, a revision of the different types of definition of this term is made, and three basic problems are pointed out in relation to that which may be considered to be "Academic performance", how it may be assessed, and what variables explain the differences in the quality of students' academic performance. The greater part of educational research dealing with this last point aligns itself with a positivist perspective.*

*The volume of work which has derived from this research is considerable, yet there are doubts as to whether it is really useful in school educational practice. It is suggested that for educational research to have practical consequences, the variables which are pedagogically modifiable, and which may be acted upon from within the schools themselves, must be studied. Therefore, all those variables related to the individual way in which each pupil faces learning, and, amongst these, learning strategies, must be considered to be of fundamental importance.*

## FAMILY SOCIALIZATION. ANALYSIS OF ONE OF THE MODELS OF PARENTAL EDUCATIONAL STYLES

*Josep Coloma Medina*

*The author of this paper expounds, in its first part, the concept of socialization from the two facets of enculturation and personalization. This concept is applied to family socialization and the positive effects which this has on children (open and coherent enculturation, a realistic and positive self-image, personal autonomy, self-control, and social competence) are analysed. It is emphasized how these effects, considered to be positive by Sociologists and Psychologists, coincide with what*

*Family Pedagogues consider from their specific perspective to be the aims of parental education.*

*In the second part of the paper, the model of parental educational patterns, proposed by E.E. Maccoby and J.A. Martin (1983), these being: authoritative-reciprocal, authoritarian-repressive, permissive-indulgent and permissive-neglectful, is commented upon and developed. A reelaboration of this model is implied in these comments, especially in the description of the characteristics of each of these patterns and in the indication of the links between them. The reference to empirical studies on certain characteristics of parental education, carried out independently of the model, serves to illustrate and confirm the validity of the model. The author outlines and complements his commentary with contributions from the interactionist and attribution theories.*

## DIFFERENTIAL CRITERIA FOR A THEORY OF EDUCATION

*Ramón Cortada Corominas*

*The normative sciences try to define the laws to which human activity has to conform; they make reference to our duty- "the obligation to be", and they expressly contemplate the realization of certain determined goals. Neither the principles or the precepts of morality are empiriological in nature. Because of its content and because it wants to systematize the group of rights and obligations in reference to their universal ends, morality is, in this plan of "reasons for being", ontological. For Kant, the duty- "the obligation to be" precedes its value, for Scheler, the value precedes the duty- "the obligation to be". We believe that the values have consistency in our spirit, but that they have a certain foundation outside in the world; they are founded on the relationship between man and things. The values and knowledge are associated in action and in speech, and constitute the foundation of educational activity.*

*Both social pedagogy and sociology of education have made valuable contributions to the social aspects of education. The former, in the theoretical and ideological field, and the latter, in the area of empirical and factic questions. Even though they have different natures, they have affinities and points of contact.*

*The pedagogical sciences provide the necessary presuppositions for the theory of education, and the philosophical presuppositions are those which provide the firmest foundation, since they offer a fixed conception of man, which should come down specifically to a fixed theory of human education.*

## INTRODUCING LOGO IN INFANT SCHOOLS: AN INTER-CLASSROOM EXPERIMENT

*Meritxell Estebanell, et al.*

*The experiment we describe is about the introduction of computer work as one of the "activity corners" in the infant section of a state school. Children aged from three to six interact within this space. This makes communication and learning possible between the children themselves.*

*Our intention was to create a space where the children could experiment with certain spatial notions, and for this reason we designed a specific Logo micro-environment.*

*The aim of our experiment was to create an open design which would allow us to redirect our work progressively, from the conclusions arising from practice.*

*The global evaluation was satisfactory and this has encouraged us to continue working in the same direction.*