

Analytic summary

Monograph:

United States faces Education

The self as onwardness: reading Emerson's self-reliance and experience

Claudia Schumann

e-mail: claudia.schumann@ku.de

Katholische Universität Eichstätt-Ingolstadt (Germany)

Recent scholarship has started to open up for social and political readings of the work of Ralph Waldo Emerson, who John Dewey once called «the Philosopher of Democracy». The present paper attempts to promote the force and potential of this new Emersonianism for philosophy of education showing that Emerson's notions of self-reliance and aversion to conformity are not inherently anti-social, a-moral or a-political. The paper first argues that Emerson proposes an understanding of self and society which undermines any bipolar opposition of the two concepts already in «Self-Reliance». Secondly, a closer reading of the later essay «Experience» examines his critique of a particular Western conception of thinking in terms of its political consequences. If there is to be hope for the individual self, then, for Emerson, there always has to be hope for a democratic society as well. He tries to remind us that the criterion for a democratic society consists in taking seriously the subjectivity of vision of every single one of its members.

Key words: Ralph Waldo Emerson; Stanley Cavell; moral perfectionism; United States; education; philosophy of education; American pragmatism.

Received: 18/01/2013 / Accepted: 26/03/2013

How to reference this article

Schumann, C. (2013). The self as onwardness: reading Emerson's self-reliance and experience. *Foro de Educación*, 11(15), pp. 29-48.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.001>

Rethinking democracy and education with Stanley Cavell

Paul Standish

e-mail: P.Standish@ioe.ac.uk

Institute of Education, University of London (United Kingdom)

Stanley Cavell is a Harvard philosopher who, in writings spanning half a century has consistently returned to themes of education. Yet his writings are never programmatic, and he has never presumed to give advice to policy-makers or practitioners. He is interested in education as a critical dimension of human life. He shows how the autonomy of the individual is not to be separated from her role as a citizen. Understanding this requires attention to the criteria that sustain human practices and the development of

judgement in relation to them. In philosophy and in ordinary life, this raises the question of scepticism, and Cavell's distinctive response to this, which links its manifestation in philosophy with literature and tragedy, and with aspects of ordinary human existence, is especially original. Cavell never writes in a technical way or in jargon, but his language makes significant demands on the reader, encouraging them to read with a new attentiveness: this itself is of pedagogical importance. The present discussion takes up these themes and relates them to crucial questions regarding the education of teachers.

Key words: Stanley Cavell; scepticism; United States; education; criteria; judgement; objectivity; Thoreau.

Received: 02/09/2013 / Accepted: 04/10/2013

How to reference this article

Standish, P. (2013). Rethinking democracy and education with Stanley Cavell. *Foro de Educación*, 11(15), pp. 49-64.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.002>

Peirce and education: contemporary reflections in the spirit of a contrite fallibilist

Vincent Colapietro

e-mail: vxc5@psu.edu

Pennsylvania State University (United States of America)

The author of this essay draws out some of the most important implications of Peirce's thought for the philosophy of education. In particular, he focuses on the deliberate cultivation of phenomenological attention, methodological (or heuristic) imagination, experiential realism, contrite fallibilism, and wide erudition as implications of Peirce's texts. Especially in conjunction with phenomenological attention, he develops a notion of world, but a distinctively pragmatic conception of this highly ambiguous word. Then, in connection with this understanding of world, the author makes a case for the pragmatist reconstruction (or reconceptualization) of human experience. While the received view takes experience to be inherently and invincibly subjective, the reconstructed (or pragmatist) one takes experience to be a direct, yet mediated encounter with reality. Peirce's thought drives in the direction of recognizing, in reference to education, the need for a recovery of the world and the reconstruction of experience. But it also prompts us to see just how important are a resolute fallibilism, heuristic imagination, and wide learning.

Key words: Charles S. Peirce; pragmatism; United States; education; attention; erudition; fallibilism; modernity; realism (experiential and otherwise).

Received: 10/07/2013 / Accepted: 29/07/2013

How to reference this article

Colapietro, V. (2013). Peirce and education: contemporary reflections in the spirit of a contrite fallibilist. *Foro de Educación*, 11(15), pp. 65-82.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.003>

The pedagogical thought of William James: tactful teacher and moral education

Bianca Thoilliez

e-mail: bianca.thoilliez@uem.es
Universidad Europea de Madrid (España)

The article seeks to present the philosophy of education that is at the very heart of William James's legacy. It is argued that along with the rise of interest in the field of education towards classic American pragmatism, the study of William James has suffered from a lack of attention. After giving an accurate overview of the themes under debate in those few works which have addressed James's thought from a pedagogical perspective, the article progresses on discussing some other educational themes which have gone unnoticed. More precisely, first, the inspiration offered by the image of the «tactful teacher» and, second, the philosophy of moral education that is part of James's works on psychology. Both themes account for the pedagogical potential that continues to be hidden in the work of this philosopher.

Key words: William James; pragmatism; moral education; United States; education; tactful teacher.

Received: 23/06/2013 / Accepted: 21/07/2013

How to reference this article

Thoilliez, B. (2013). El pensamiento pedagógico de William James: el *tactful teacher* y la educación moral. *Foro de Educación*, 11(15), pp. 83-102.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.004>

John Dewey's experience theory: historical significance and relevance at contemporary pedagogical debate

Guillermo Ruiz

e-mail: gruiz@derecho.uba.ar
Universidad de Buenos Aires – CONICET (Argentina)

This paper focuses on the historical and contemporary validity that John Dewey's experience theory has had at the United States pedagogy. We analyze the context in which Dewey has developed his theoretical approach. We also point out against whom opposed his educational proposal based on the concept of learning by doing. In order to do that, we fit his philosophy inside of pragmatism and, in particular, within the instrumentalism. Moreover, we highlight the historical significance to the pedagogy of the concepts developed by Dewey: activity and experience as well as the implications that they have had for institutionalized education. Finally, we argue some of the issues that are discussed by the contemporary pedagogical debate arising from the premises of the experience theory.

Key words: John Dewey; Experience theory; United States; education; pedagogy.

Received: 20/12/2012 / Accepted: 22/02/2013

How to reference this article

Ruiz, G. (2013). La teoría de la experiencia de John Dewey: significación histórica y vigencia en el debate teórico contemporáneo. *Foro de Educación*, 11(15), pp. 103-124.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.005>

Teacher education in United States. Initiatives aimed to educational improvement

Denise Vaillant

e-mail: vaillant@ort.edu.uy
Universidad ORT (Uruguay)

Jesús Manso Ayuso

e-mail: jmanso@nebrija.es
Universidad Nebrija (España)

In the last decades, research and international reports have placed teachers at the very center of analysis and diagnosis. Empirical evidence and studies have stressed once and again the important effect of teacher performance on student learning. Thus, today the question of how to train our teachers to guarantee a positive impact in the classroom is a pressing one. The United States of America, with its vastness and amplitude, constitutes a privileged place to study initiatives aiming to recognize the prestige of teachers. Furthermore, many of the initiatives in this country provide insight and inspiration for re-thinking programs of teacher training in other educational settings. This article centers on some of these initiatives, among which are institutional accreditation standards, initial training, alternative certification and, finally, innovative practices in teacher development.

Key words: teacher education; United States; standards; accreditation; certification.

Received: 05/09/2012 / Accepted: 17/10/2012

How to reference this article

Denise Vaillant, D., Manso Ayuso, J. (2013). La formación del profesorado en Estados Unidos. Iniciativas orientadas a la mejora educativa. *Foro de Educación*, 11(15), pp. 125-148.
doi: <http://dx.doi.org/10.14516/fde.2013.011.015.006>

Financing education in the United States: analysis of investments in education and its relationship to academic performance

Esther López Martín

e-mail: estherlopez@edu.uned.es
Universidad Nacional de Educación a Distancia (España)

Eva Expósito Casas

e-mail: evaexpositocasas@edu.uned.es
Universidad Nacional de Educación a Distancia (España)

The importance attributed to the role of education in economic growth, has generated great concern for improving the quality of education in the United States. This interest is clear from both the investments that different governments (Federal, State and Local) intended to defray the costs of the educational activity, and the educational reforms conducted by the Federal Government in recent years. Financing education in the United States is a key determinant for the resources, both in quality and quantity, dedicated to education and, consequently, the educational results achieved. In this sense, a positive and imperfect relationship between investment in education and students' academic performance has been shown.

Key words: financing education; educational performance; United States; education; human capital.

Received: 12/01/2013 / Accepted: 10/02/2013

How to reference this article

López Martín, E., Expósito Casas, E. (2013). La financiación de la educación en Estados Unidos: análisis de la inversión en educación y su relación con el rendimiento académico. *Foro de Educación*, 11(15), pp. 149-165.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.007>

Studies***Conceptual foundations of intercultural education. From cultural diversity to the culture of diversity***

Juan José Leiva Olivencia

e-mail: juanleiva@uma.es

Universidad de Málaga (España)

Our land has been in recent decades as a country of emigrants to become the host country of immigrants from various places, ethnicities, customs, languages and religions. For his part, and focusing on the educational context, it is clear the existence of multicultural classrooms and multicultural phenomenon understood as the plurality of students from diverse educational environments in common. However, some years ago in education, many authors use the terms of intercultural school and intercultural education as a way of taking the educational model based on enriching interdependence of different cultural values in educational practice, while multiculturalism would be an expression describing the situation of coexistence of various cultures in the same educational space. Therefore, it is essential to outline the key characteristics of intercultural education, addressing key elements that define it, that is, diversity, culture, citizenship and identity, to build an intercultural education based on the recognition of cultural diversity, is capable creating a culture of diversity, a benchmark for inclusive teaching about educational institutions that want to be inclusive and intercultural.

Key words: intercultural education; identity; citizenship; diversity.

Received: 17/09/2012 / Accepted: 29/10/2012

How to reference this article

Leiva Olivencia, J. J. (2013). Bases conceptuales de la educación intercultural. De la diversidad cultural a la cultura de la diversidad. *Foro de Educación*, 11(15), pp. 169-197.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.008>

Analysis for educational purposes of the movie Drumline: the musical rhythm as a tool of cohesion

Santiago Pérez-Aldeguer

e-mail: aldeguer@unizar.es

Universidad de Zaragoza (España)

This study aims to encourage reflection on the benefits of the music classroom of high school, through the analysis of the movie «Drumline». To carry out this purpose, a theoretical framework about how to analyze films is built, showing different studies on the use of this tool in education and ending with research where that instrument is deployed in the music classroom. The analysis of the movie «Drumline» have been made

from a plot standpoint, and the categories established have been linked to different aspects of educational content to the curriculum of high school. These categories are presented with corresponding timelines, under the intention to be used by educators in the teaching-learning process. Thus, through categories different aspects of the curriculum are worked, from an interdisciplinary and cross curricular aspect.

Key words: didactic application; music education; secondary education; teaching strategies; film analysis.

Received: 19/07/2012 / Accepted: 07/11/2012

How to reference this article

Pérez-Aldeguer, S. (2013). Un análisis con fines educativos de la película *Drumline: el ritmo musical como herramienta de cohesión*. *Foro de Educación*, 11(15), pp. 199-214.
doi: <http://dx.doi.org/10.14516/fde.2013.011.015.009>

Education, a process of humanization in the frankliana vision

Emiliana Aparecida de Souza

e-mail: fagundes@yahoo.com.br

Pontificia Universidade Católica do Paraná (Brasil)

Eliseudo Salvino Gomes

e-mail: salvinno@uol.com.br

Pontificia Universidade Católica do Paraná (Brasil)

The education has a basic paper in the development of the individuals and the societies, as not only transmissora of knowledge as half to reach an end, but as formadora of one human being that it answers to its yearnings of depth with direction. This study objective to investigate the notion of education, as teachings, but as not only also promotional of the human development in the Existencial Analysis de Viktor Frankl, in the vision of man who it transmits and to search to understand the relevance of the Existencial Analysis for the education. This work is based, a bibliographical publication revision and basic scientific texts. The Analysis Existencial de Frankl and its vision of man, who understands the human being as a antropológica unit, even so consider the different dimensions of ontológico type, are in offering an intellectual contribution that can better promote relations interpersonal, reumanização of the education and science in general.

Key words: education; existential analysis; teachings; humanization.

Received: 09/01/2013 / Accepted: 15/01/2013

How to reference this article

Aparecida de Souza, E.; Salvino Gomes, E. (2013). Educação, um processo de humanização na visão frankliana. *Foro de Educación*, 11(15), pp. 215-228.
doi: <http://dx.doi.org/10.14516/fde.2013.011.015.010>

Lifelong learning and citizenship in Chile: a different paradigm and a broken promise for the elderly

Javiera Sanhueza Chamorro

e-mail: j.sanhueza.chamorro@gmail.com

Servicio Nacional del Adulto Mayor, Región de Valparaíso (Chile)

Traditionally, education has been focused on answering two fundamental needs: socialize the new members of society and prepare them for the world of work, excluding the elderly, a situation that repro-

duces a social disengagement and the idea that they don't have the ability to pursue these activities. The concepts of «lifelong learning» exhibit an effort to democratize knowledge, defending the right to equal opportunities for social participation compared to other age groups. Several institutions have been pointing out for decades the need to promote equal access to throughout life, but in Chile elderly is still associated more with problems than opportunities, creating an educational policy unable to consider them as actors their own reality.

Key words: lifelong education; citizenship; active and productive aging; social policies for elder people; Chile.

Received: 20/01/2013 / Accepted: 12/05/2013

How to reference this article

Sanhueza Chamorro, J. (2013). Educación permanente y para la ciudadanía en Chile: un paradigma distinto y una promesa incumplida para las personas mayores. *Foro de Educación*, 11(15), pp. 229-240.

doi: <http://dx.doi.org/10.14516/fde.2013.011.015.011>

