

## Analytic summary

*Studies*

### *The focus in high education: The Congress of Public Instruction (Rio de Janeiro, 1883-1884)*

**Maria Helena Camara Bastos**

e-mail: mhbastos@puccs.br

*Pontifícia Universidade Católica do Rio Grande do Sul, Brasil*

Brazilian University and Higher Education had been the subject of systematic study and research. But only recently the history of education has been addressing the education and training as a goal to be investigated. This study analyzes selected theses related to university and higher education regarding to Congress Instruction, occurred in 1883. This study allow us to highlight the most relevant ideas and proposals, adopted by an intellectual elite, which was representative of the Brazilian higher education values in the nineteenth century. The ideas of decentralization of education, gratuity, education as a mandatory issue, establishment of a national educational system, teaching formation schools, teacher training, education financial, freedom of education, co-education, popular education, public education, secularization - aimed to inspire and guide the necessary reforms, and help us to illustrated exactly why the elite show modernity educational, pedagogical innovations and achievements in more developed countries. We think it could be helpful to legitimate Brazilian proposals to improve the education system.

**Key words:** higher education; university; Brazil; nineteenth century; conferences; theses.

Received: 09/11/2012 / Accepted: 10/02/2013

#### **How to reference this article**

Bastos, M. H. C. (2014). Intelectuais e Universidade: O Ensino Superior no Congresso de Instrução Pública (Rio de Janeiro, 1883-1884). *Foro de Educación*, 12(17), pp. 23-44. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.002>

## ***Training of teachers in the context of the first Republic in Portugal: guidelines for understanding of a policy***

**António Gomes Ferreira**

e-mail: antonio@fpce.uc.pt  
Universidade de Coimbra. Portugal

**Luís Mota**

e-mail: mudamsestempos@gmail.com  
Escola Superior de Educação de Coimbra, Instituto Politécnico de Coimbra. Portugal

In this paper we set out to study teacher training in the framework of the First Republic of Portugal (1910-1926). Republicanism embodied a project of the refounding of the nation, which found in education the means of achieving such aspiration. Believing in human plasticity, it elected education, aligned with scientific development, through the path of schooling, as the tool for shaping the new Republican citizen. Teachers had a crucial part to play in this project. Addressing legislation, file sources (exercises, summary books, assignments, inter alia), printed sources (books, workbooks, etc.) and specialised media on education and teaching, we discuss training programmes for primary and secondary education teachers. We look into the virtues of its implementation and submit our reading thereof, comparing regular primary education to regular teacher training. We conduct an in depth analysis of the curricula and the training guidelines, focusing in particular on the study plans and their components, from scientific education, the specialisation in the area of expertise and psycho-pedagogy, to teaching practice.

**Key words:** teachers training; regular education; normal primary school; teachers training college; Portugal.

Received: 26/10/2013 / Accepted: 17/11/2013

### **How to reference this article**

Gomes Ferreira, A., Mota, L. (2014). Formación de profesorado en el contexto de la Primera República en Portugal: pautas para la comprensión de una política. *Foro de Educación*, 12(17), pp. 45-68. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.003>

## ***Adolf Cluss' mark on the earliest Grade School in Spain***

**Francisco Javier Rodríguez Méndez**

e-mail: rodmen@usal.es  
Universidad de Salamanca. España

The school of Cartagena, inaugurated in 1904, was the first school built in Spain to host a graded school –consisted of a set of classrooms organized under the principles of graded education, from the lower to the higher levels-. The origin of the graded school from Cartagena is commonly accepted to be in the capital city of the United States of America. This research suggests that the design of the school of Cartagena was inspired by the Wallach School, named after the mayor Richard Wallach and designed by Adolf Cluss, German American architect, which was inaugurated in Washington D.C. in 1864 and demolished in 1950.

**Key words:** school architecture; grade school; Cartagena; Spain; Washington; Adolf Cluss; Francisco Jareño.

Received: 12/05/2013 / Accepted: 04/07/2013

### **How to reference this article**

Rodríguez Méndez, F. J. (2014). La huella de Adolf Cluss en la escuela graduada de Cartagena. *Foro de Educación*, 12(17), pp. 69-89. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.004>

## ***Pedagogical approach to Colegio Menor de San Pelayo of the University of Salamanca***

**Miguel Ángel Martín Sánchez**

e-mail: miguelmartin@unex.es

*Universidad de Extremadura. España*

**Nuria García Perales**

*Universidad de Extremadura. España*

There was a whole network of schools in the University of Salamanca in the 16th century based their existence on training a select group of students and provide the Crown and the Church of men well formed spiritually and intellectually. We address in this study an approach to pedagogy Colegio Menor San Pelayo de Salamanca. The Constitutions and Ceremonies printed in 1637 are the source from which we draw the pedagogy of this educational institution born in the 16th century. This body of law is steeped in a declaration of intentions and pedagogical objectives that schoolchildren had to meet for the sake of his intellectual and religious. Timetables, hierarchy, rules of life, morality and spirituality, everything was regulated for proper community life and training of a class intended to occupy the highest administrative and ecclesiastical dignities in the Modern Age.

**Key words:** college; San Pelayo; University of Salamanca.

Received: 20/10/2013 / Accepted: 10/11/2013

### **How to reference this article**

Martín Sánchez, M. A., García Perales, N. (2014). Aproximación pedagógica al Colegio Menor de San Pelayo de la Universidad de Salamanca. *Foro de Educación*, 12(17), pp. 91-108. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.005>

## ***Ethics in the liberal democracy from the perspective of liberalism egalitarian of John Rawls***

**Gabriel Alexander Solórzano**

e-mail: Gabrisolor@hotmail.com

*Universidad Pontificia Bolivariana – Medellín. Colombia*

In the study of ethics in liberal democracy from the analysis of the «most important moral philosopher of the last century», John Rawls, cataloged by his followers and neo-Kantian, is seen the thin line that crosses the threshold of democracy as a form of government and its purely procedimental, as human actions are reviewed framed in his critique of the dominant ethical currents in American culture of his time, to show their moral and political thought the idea of a well-ordered society «and peaceful society expansionist» lawful and respectful of Human Rights. Rawls comes from its main tenets solve the traditional conflict between equality and freedom democratic from the merely political not metaphysical.

**Key words:** politics; democracy; liberalism egalitarian; John Rawls.

Received: 22/07/2013 / Accepted: 08/09/2013

### **How to reference this article**

Solórzano, G. A. (2014). La ética en la democracia liberal desde la perspectiva de liberalismo igualitario de John Rawls. *Foro de Educación*, 12(17), pp. 109-145. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.006>

## ***Baltasar Bibiloni's ideology and methodological contributions to musical education on the Balearic Islands***

**Llorenç Gelabert Gual**

e-mail: llorens.gelabert@gmail.com

*Universitat de les Illes Balears. España*

The present special recognition of musical education at Spanish schools is based upon the approval of a law from 1970. However, this law was not implemented. The reason was the lack of a specialist teacher in the field. The implementation depended in many instances on voluntary initiatives and sporadically on teacher's sensitivity to musical matters. In this article we wanted to examine the work which has been done by the Spanish musician and teacher Baltasar Bibiloni. His work, as a teacher in the field of teacher's training and musical adaptations and arrangements for primary education, will become a benchmark for music on the Balearic Islands. Furthermore, it will be an important factor within legal constraints, which are currently being discussed. Focal points of this article are three aspects of its ideology: the importance of musical education in schools, specific proposals for implementation and teachers willing and able to apply it.

**Key words:** educational renewal; musical pedagogy; music teaching; Baltasar Bibiloni.

Received: 24/04/2013 / Accepted: 11/06/2013

### **How to reference this article**

Gelabert Gual, L. (2014). Ideario y aportaciones metodológicas de Baltasar Bibiloni a la enseñanza musical en las Islas Baleares. *Foro de Educación*, 12(17), pp. 147-163. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.007>

## ***Migration and gender in the mexican context: scientific literature review***

**Teresa Rebolledo Gámez**

e-mail: tjrebgam@upo.es

*Universidad Pablo de Olavide de Sevilla. España*

**M<sup>a</sup> Rocío Rodríguez Casado**

e-mail: mrodcas@upo.es

*Universidad Pablo de Olavide de Sevilla. España*

Female migration is a phenomenon with socioeducational considerations that determine their analysis. The present article presents a literature review aimed to analyze the aspect that are discussed in relation to the issue of migration and gender in Mexico. Therefore, it has selected more than forty articles from magazines, discussion forums and books in the last decade that have collected reflexions and research on this reality. As a result of this review, it has taken three areas in the contributions published: Human Rights and policy migratory; female migration characteristics; and vulnerability and risk situation. Despite the thematic diversity, appear repeatedly ideas like the idiosyncrasies of female migration, vulnerability and risk assumed by women in border transit and the violation of rights of women to political and institutional level.

**Key words:** migration; gender; Human Rights; vulnerability; migration profile; Mexico.

Received: 04/12/2013 / Accepted: 17/01/2014

### **How to reference this article**

Rebolledo Gámez, T., Rodríguez Casado, M. R. (2014). Migraciones y género en el contexto mexicano: revisión de la literatura científica. *Foro de Educación*, 12(17), pp. 165-185. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.008>

## ***International students services offered in Freiburg. Brücke Project***

**Diana Amber Montes**

e-mail: [amber@ugr.es](mailto:amber@ugr.es)

*Universidad de Granada. España*

In today's society, carrying out studies abroad is a highly recommended option and increasingly common in academic students, due to the many advantages it brings to their knowledge. However, the obstacles that these students face to (culture shock, language, etc.) may make their stay less fruitful than considered before coming. Based on this fact, this article shows how they have solved this problem, through a reception and accompaniment project for foreign students, at a Pedagogical University in a city in southern Germany. This article describes the project which covers the main needs of international students attending this German University, also showing what is its purpose and which activities and actions promotes this project for the benefit of foreign students and in the context they are developed. The presentation and knowledge of this project can be a great help to create or improve spanish host initiatives. In turn presents the potential that could have the creation of an equivalent initiative in the University of Granada, that would host and guidance to foreign students during their stay, without prejudice to the services offered by this University for the student coming from other countries.

**Key words:** mobility; foreign students; international; inclusion; integration.

Received: 19/11/2013 / Accepted: 14/02/2014

### **How to reference this article**

Amber Montes, D. (2014). Acogida de estudiantes internacionales en Friburgo. Proyecto Brücke. *Foro de Educación*, 12(17), pp. 187-196. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.009>

## ***Dual Language Learning / Duale Spracherlernung. Learning German through English***

**Fee-Alexandra Haase**

e-mail: [F.Haase1@gmx.de](mailto:F.Haase1@gmx.de)

*University of Nizwa. Oman*

In this article we examine the impact of English in the learning process of the German language exemplified with the example of the second language acquisition process of the German language in the programs of German in the Department of Foreign Languages of the University of Nizwa in Oman. This study focuses on the distinct features of students in Oman learning German as a second language in an institution of higher education in Oman. The contrastive rhetoric of a German – Oman Arabic language contact situation is challenging and a unique field of research, which allows us to study the process of foreign language learning (L2) and the implementation of the culture of the native language L1 (Arabic). The reflection of the L1 culture, the Arab Oman culture, in the language learning process of the L2 language (German) will be described, analyzed and discussed aiming the improvement of the L2 learning process. This article investigates into the process of learning German in an Arabic country of native speakers of Arabic from the perspective of the cultural differences of both cultures in terms of their linguistic prepositions.

**Key words:** dual language learning; German; English; Arabic.

Received: 17/09/2013 / Accepted: 23/11/2013

### **How to reference this article**

Haase, F-A. (2014). Dual Language Learning / Duale Spracherlernung. Learning German through English. *Foro de Educación*, 12(17), pp. 197-216. doi: <http://dx.doi.org/10.14516/fde.2014.012.017.010>

