EUROPEAN INNOVATIONS IN EDUCATION: RESEARCH MODELS AND TEACHING APPLICATIONS
First published: 2017

ISBN: 978-84-697-4117-7

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Educational innovation

This collection systematizes principles and formative experiences related to innovation and educational quality.

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1
Innovation in University Teaching
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1. ADVANCING TOWARDS THE CONCEPT OF INNOVATION IN TEACHING

From the outset of the Bologna Process in 1998, innovation has come forth as one of the goals of excellence set by all European universities in general and specifically, Spanish universities. For this to happen, the development of New Technologies (NT) plays a fundamental, front-and-central role in such a way that university institutions, convinced of their importance, are making an effort to embrace what has become known as cyberspace (Salinas, 2004). Inherent in this transformation process is an evident need to restructure the educational channels as well as the implementation within the classrooms of a new educational concept which would be more flexible and have greater connectivity.

We agree with Salinas (2004) when he states that innovation consists of incorporating an idea, action or novel artefact within a whole in such a way that, were one element to be changed, the said whole would then change. The belief that innovation leads to the change of all the elements of which it is made up originates from the personal conviction of he or she who carries it out. From this perspective, the change originates in a specific sphere and is then disseminated to the rest of the system. Thus, it would be a global change, not one affecting only one aspect. Additionally, it is an intentional change, not one of simple novelties, momentary changes, nor of visionary proposals (Salinas, 2009). Along the same lines, Havelock and Zlotolow (1995) posit that innovation in teaching can be considered a creative way of selecting, organising and using both human and material resources, where this creative form results in the achievement of previously established goals. Hannan (2007) adds quite accurately, and in accordance with Salinas (2004 and 2009), that this change follows a deliberate and thoroughly conscious process geared towards improvement, even if this is not always possible and would always imply not only originality but also acceptance. As far as he is concerned, Zabalza (2000) considers innovation in teaching is not merely doing things differently, nor is it changing things or complying with the
formal and bureaucratic requirements of public administration. In agreement with this author, Estebaranz (1994) defines innovation as

*internal change in the school, which affects the ideas, practises and strategies that are used, the very way the changes are headed, the responsibilities of the individuals participating in the practices...and it is a process that, contrary to the Reform, requires a type of change to get it started which in itself is a type of learning. That is to say, without a learning curve, by the mere fact that innovation has occurred to an individual does not mean it has been put into practise.*

Let us consider as an example the introduction of communication and information technologies (CITs) in the teaching environment. These are undoubtedly a fundamental and essential element for innovation measures to be carried out in the teaching context from multiple and varied perspectives. Nevertheless, a series of conditions should be in place so that this innovation can be considered a significant change, indeed real innovation (Cabrero, 2008).

In conclusion, it is not enough simply to acquire and set technology in motion; it is vital to outline a true innovative project, an educational improvement and then to ask ourselves which technology is most adequate (Cebrián de la Serna, 2003). We completely agree with this consideration, which shows the logic of addressing CITs as a factor towards achieving innovation and not as innovation itself. It is not commonplace to assert that technology in itself and without other converging factors is not innovation. Moreover, we coincide with Salinas (2009) when he points out that the sophistication of technology and the brilliance of multimedia should not dazzle us since they are elements which should be taken seriously.

Without a doubt, the fact that CITs are incorporated does not mean that there has been a significant change in innovation given that without a design and adequate planning it would be difficult to reach a certain degree of success in innovation. In this way, it can be stated that innovation is carried out by people, not machines on their own and includes, therefore, different, strongly-intertwined aspects and factors, which should be taken into consideration.

Regarding the concept of interrelation, Salinas (2009) highlights 5 necessary steps which should be adhered to in any educational process to assure success:
1. Changing the role of the teacher
2. Changing the role of the student
3. Changing the teaching-learning process
4. Changing the teaching-learning process (methodological changes)
5. Institutional implications

In this way, the changes in the teachers and students are dependent on the changes in the teaching-learning process. Thus, a new vision is established which is especially centred on the student who is the recipient of these new teaching and learning practises and who requires its adaptation to new educational situations, which tend to change. Obviously, the technological aspect will undoubtedly play a central role in the process. This technological aspect, however, is in fact one other factor, albeit significant, along with the human one.

Along the same lines, Morin and Seurat (1998) point out that innovation is the art of applying science and techniques in new conditions, in a specific context and with a precise objective. Nevertheless, we believe that this definition would need a reference to the factors that make up innovation in itself, that is to say, the teacher and the student, the active elements of innovation, which, would ensure, in an intentional, voluntary and conscious manner, a change in the teaching-learning (methodology) process in new conditions and specific contexts, always accompanied by institutional and university commitment which should motivate, by means of plans for innovation, achieving the goals that the teachers who bring twenty-first century universities into the era of knowledge and information, as an institutional responsibility that in turn leads directly to boosting the development of a better-informed society and thus preventing it becoming part of the so-called failure culture (Marina, 2010).

Additionally, innovation assumes that there will be an improvement in products or services as long as it optimises the effort made in such a way that with the same price, a greater efficiency can be achieved. Additionally, due to the fact that society imposes its own selection criteria in all fields, the tasks of a teacher is thus affected in such a way as to understand teaching innovation as the application of strategies and new technologies whose aim it is to reduce the efforts associated with carrying out teaching activities, as well as reducing costs (Fidalgo, 2012). Nevertheless, Salinas (2004) had already warned of the dangers of the excessive commercialisation of knowledge.
To sum up, optimising resources to be able to do more with less and obtaining greater benefits with a reduced cost, without compromising quality of either the product or the service. In addition to the need for globalisation and adapting to the European Higher Education Area, this is another reason teaching innovation is a true reflection of the extension of the era of new technologies, in response to the demands of contemporary society.

From this point of view, we think that universities should propose clear guidelines for innovation within teaching which are realistic and possible in their implementation, without losing sight of the process of adapting them to new technologies. These guidelines, programmed and conveniently planned, should be set up through a series of institutional measures called Innovation Measures.

We consider the design, experimentation and correction of new teaching models essential, all of which help the student body to acquire a series of capabilities through the conscious application, carried out by the teacher, of innovation projects which promote the development of autonomous learning amongst the students. The development of these capabilities follows, as previously mentioned, a need imposed from the Bologna Process, within the framework of the European Higher Education Area.

Thus, the institution, aware of this reality, should promote and facilitate both the teacher and the teaching staff with tools to carry out and achieve these objectives by means of projects whose priority would be programming, developing and evaluating the capabilities which the student should acquire according to the new guidelines of the European Higher Education Area.

On the other hand, and as previously mentioned, universities should make a firm commitment to co-ordinating the teaching activities by involving the colleges and deanships which are responsible for managing and co-ordinating the various degree programmes on offer. To this end, one fundamental aspect should be kept in mind: the effort invested in co-ordinating should go hand-in-hand with an effort to incorporate new technologies to this realm in such a way as the co-ordination would include new goals and tools which would foster achieving a series of goals with the least possible cost and effort, as previously mentioned.

Finally, the Bologna Process has an invested interest in bilingual learning as a necessary and indispensible integration tool within the realm of teaching. From this necessity, which is also a requirement, rises the imposition of certifying a language according to the Common European Framework of Reference in order to
graduate from any Spanish university. The teaching staff cannot turn their backs on this reality. For this reason it is of the utmost importance to continue the process of incorporating bilingual teaching as one of the new ways of developing teaching innovation, thus improving student mobility and promoting the possibilities of finding academic and professional outlets.

This article will deal with the points previously mentioned and will set forth the main guidelines of Teaching Innovation at the Universidad Pablo de Olavide (UPO) included in the concept of Teaching Innovation Measures.

2. INNOVATION STEPS

In line with the aforementioned, and in compliance with the Strategic Plan of the Universidad Pablo de Olavide, a Teaching Innovation and Development Plan has been proposed whose main goal is to include all of the courses of action which were previously outlined with the idea of implanting them progressively through the Teaching Innovation and Development Projects to be carried out in several phases. These steps include the following:

Step 1: Projects set out to organise the co-ordination within the teaching in undergraduate degree and double-degree programmes.

The following objectives have been set out:

1. In-depth study of the co-ordination of teachers within the following areas: student workload, organisation of the academic calendar and their daily schedule.
2. Cross-curricular activities.
3. Complying with all of the training objectives of first-year subjects as laid out in the diploma-verification reports.
4. Information and communication with the student (publication of teaching guides, calendars, timetables, testing schedules).
5. Development of the teaching guides by means of a computer application.

The interested parties in this case are the university centres which show a clear intention of promoting the design and development of steps aimed at adapting
the European Higher Education Area throughout their institution. As already mentioned, the implication of these centres in this task is fundamental for all necessary points. Aware of this, the university promotes and encourages the deanships to reach these objectives through incentives which would help to reach the goals.

Step 2: Projects geared towards the design and application of new teaching and evaluation methodologies, mainly focused on fostering responsibilities.

The main objective of this step is to design new teaching and/or evaluation methodologies to improve training in competences and to implement them during the corresponding academic year.

In this case, the interested parties form teaching teams made up of at least three lecturers whereby the project should be aimed at one or more subjects whereby the innovation in teaching step will be carried out. The university considers that co-ordinated work and teamwork amongst faculty members constitutes a need which clearly follows the guidelines established by the European Higher Education Area as well as fostering interdisciplinary activities.

Step 3. Design and implementation of teaching material in a digital format.

The main objective of step 3 is to design and apply new teaching materials with digital support as well as applying new technologies in the academic realm. These materials could be used both for aiding with virtual teaching and for facilitating autonomous learning.

Likewise, from the outset the importance of obtaining technical support and materials must be highlighted and thus it was considered appropriate that the Universidad Pablo de Olavide should grant teaching staff access to the teaching materials housed in the computer laboratory. This initiative is being extremely well received, so much so that the co-ordination and co-operation amongst the different departments of the University and the Department of Training and Innovation are all benefitting greatly.
Step 4. Virtualisation of Subjects
The aim of this step is to carry out a proposal to virtualise the contents of elective subjects which are taught face-to-face. In any case, and to foster collaboration and participation of the institution, the virtualisation proposal must be endorsed by the centre offering the subject.

As in the previous case, the institution makes technical support and material available to participants through the computer laboratory and if the experience is satisfactory and favourable, it will then be included in the Virtual Andalusian Campus for the following academic year, thus giving exposure to the step that has been implemented. As previously mentioned, this step is directly related to the massive open online course (MOOC) philosophy, in so far as it has been proposed that this step be adapted to design open-access courses, following the example of other foreign and national universities.

Step 5. Promoting Bilingual Teaching.
Given the importance of acquiring a second language while at university, the university is endorsing a minimum of 50% of teaching in a second language, as well as promoting international relations and bilateral agreements with other universities to guarantee at least 25% of the teaching in the second language through student mobility programmes.

The steps which are expected to be developed are:

1. Preparation of the Degree Teaching Guide in the Second Language
2. Training and Certification of the teaching staff through the University's Language Service
3. Preparation of Teaching Materials

Undoubtedly this step respects and responds to the need for the internationalisation of contents. The underlying idea is that the knowledge of foreign languages should be the way forward for transferring knowledge in a globalised world. This is, moreover, an essential reality which should not be taken for granted when it comes to innovation proposals.
3. CONCLUSION

The university, by means of its strategic plans, should encourage and motivate the teaching staff, as well as making sure they have access to adequate training. The reasons for the change justify this need. We live in a period of continuous change which somewhat hinders the mission of universities in so far as they feel obliged to adapt to these new times. We have pointed out that the expansion of freely-accessible knowledge, the democratisation of these new times, Internet accessibility, portability, free-of-charge services, and massive dissemination are all now a reality which is currently being written and re-written, and now classic group confrontations cannot be tolerated because the reality of New Technologies will be instilled progressively and will even be instilled superseding the current uniformity of university programmes. Innovation, yes, but it is here to stay for good mutating and without interruptions, taking precedence over trends and ideologies where detractors and opponents can dialectically confront each other, but with the conviction that the implantation of this new concept of reality is inevitable.

It is the need to adapt to this new reality that propels the universities to take these measures, which are increasingly being adapted to this new vision. In this light, we have elaborated a brief explanation of what we feel is University Innovation including relevant aspects that should be taken into consideration when it comes time to innovate. It has clearly been explained that innovation is not merely acquiring technological devices and then asking ourselves what to do with them; on the contrary, it is asking which device or gadget is most appropriate for which specific innovation step. As previously highlighted, this does not involve imposing tasks and bureaucracy on the teaching staff that would contribute to creating an “officialised” context, which would have a negative impact on the correct development of innovation.

Through this document we have outlined the UPO’s experience in this process: establishing steps for innovation in teaching as an obligation towards society which is, or which should be, the aim of our actions with the final goal of giving back to society what it gives to the university so that the knowledge and new teaching models that are generated have a profound effect on our community and allow for its development. With this in mind, five steps have been outlined and described in which one step has been included aimed at bilingual teaching at university. We believe that a globalised world needs a common communication tool that allows for mutual understanding and a flow of information and knowledge.
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Pedagogy of Permanent Learning and models of university in Europe. Beyond the economic

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1. EDUCATION AND ECONOMIC DEVELOPMENT

Starting from Renaissance in western society, knowledge based on theories and researches began structuring in a systematic way through abstract notions which must then be expressed in a formal way.

However, only in the last two centuries such structured knowledge has become a common heritage thanks to school, considered as the institutional channel in charge of the citizen’s education through the transmission of imparted knowledge with a formal teaching method.

In the last fifty years then, highly industrialized countries have experienced a strong upturn in the process of knowledge transmission, also in elevated and specialized kind of knowledge.

In all continents an educational revolution is actually taking place, where research, learning and teaching go side by side, in a continuous and osmotic type of exchange, so favoring the growth and spread of knowledge (Alessandrini 2011, De Natale 2008).

Such a virtuous process is crucial to economic development, contributing both providing knowledge and available competences, as well as by continuously producing new ones, through the improvement of research. Moreover, a continuous education of specialized personnel allows to directly influence political and economic processes so allowing growth (Federighi 1996).

Bauman underlines that in globalized society, the establishment of laws that are advantageous to commercial and movement freedom of capitals has progressively determined a sort of separation between politics and economy, identifying this one as belonging to the non political area (Bauman 2007).
The relationship between education and political and economic development should then be monitored with more attention in our complex society’s context, contrasting an economic view as separated from the politic dimension.

The genesis of the concept of education as a social need can be searched back in 1789 when French Revolution took place. At that time the world was experiencing a great excitement of new, democratic ideas, which required the extension of literacy to all the population.

Marxists took inspiration from this tradition, and though criticizing the class structure and the middle class system of education which was primarily humanistic, and considered as abstract and far from reality, and so practically inaccessible to working class, they did not give up asking for a high quality common education, more careful to the real needs of knowledge and aimed at the edification of a highly elevated society.

The educational revolution happening now proceeds under the effect of the growing number of students, who, wherever in the world, make pressure on educational structures.

These pressures determine changes both on philosophy which has produced a certain type of education strongly connected to a highly selective and stable society, and on teaching methods which have to satisfy the needs of students coming from different and miscellaneous backgrounds.

Educational technologies become as a consequence absolutely indispensable and include the use of electronic supports and audiovisual systems, both aimed at providing for the lack of teachers due to the great increase in the number of students, and at simplifying the teaching of some disciplines, especially the practical ones and the foreign languages for which it is impossible to acquire fluency with the only text book support.

Some disciplines are fundamental for a good analysis of the pedagogic problem; among these there are psychology and sociology, but also cultural anthropology and history (Cambi 2005, Visalberghi 1978).

Still on these, a central role is the one of psychology which, after making a distinction (in the educational process), between “achievement”, that is the fulfilling of a task, and “capability”, that is the strength potentially available, has developed objective tests for the measurement of the different capabilities.
(differently from those aimed at testing knowledge), so providing appropriate instruments to fulfill specific tasks (Josso 1991).

The measurement of psychological characteristics has proved to be a useful instrument in many fields, even though showing some limitations in the object of study: man, who cannot just be pigeonholed in rigid assessment scales. It can surely offer a contribution to individuating the reasons of success and failure of an educational activity, even though there are many uncertainties both on the epistemological and moral point of view: in fact, when it comes to education, generalization cannot be considered as valid and the researcher cannot think to compromise the education of a person to pursue the goals of his studies (Minichiello 1995).

Psychology of learning, besides, has allowed to focus on the existing differences between formal and informal learning, which by the end of 1500 the Jesuits already knew, even though in a not properly codified way. Their educational system payed a lot of attention to the effects of the background in the formation of personality, and so it was centred on the aim of building a context around the students which allowed the habit of following rigid rules in order to obtain the best results in studies. (Sirignano 2004).

Sociology, a science that is younger than psychology, also provides an important contribution to the study of educational problems that have been linked with the concept of social class and belonging (Josso 1991). So, through sociometry, it has classified population in terms of parameters such as income, level of education, background context, evaluating the consequent educational capability and the effects of education on social selection, so allowing the comprehension of processes that imply the mechanisms of social selection.

Because of the strict interconnection between economic development and labour force specialization, the educational system is having a crucial role in nowadays society, especially in the developing countries, but also in the highly industrialized ones where a real explosion of knowledge is taking place, especially as far as technical and highly specialized knowledge is concerned.

During the last century, new interconnected disciplines are becoming part of academic study programmes, that year by year go through integrations ad adds, expanding the depth and width of knowledge in an unstoppable process, resulting as made of strictly interconnected knowledges.
For example, as John Vaizey argues, archeology presents new problems to philology, the new dating techniques of geologic material become useful to archeology, the study of radioactivity helps geology, so some discoveries in the archeological field become useful to philology, while archeology itself benefits from the new dating techniques used in geology which, as a consequence, benefits from the study of radioactivity (Vaizey 1967).

The rapid evolution of knowledge and the strict connections existing between its different fields, present the inescapable problem of school programmes organization, from the primary schools to the academic classes which, under the constant pressure of new acquisitions, tend to quickly become obsolete. To such challenge it can be answered with different philosophies; some countries amongst which England, have chosen the way of a very early specialization; right from the age of thirteen- fourteen years, young adults are required to opt for a kind of education that can be purely technical or scientific or exclusively humanistic.

However, it seems that the results of such an over-specialization, operated on a still too weak basic education, are not living up to the expectations. That is because the speed of change happening requires then the pupils’ same ability to quickly adapt to such changes, which they cannot have, not having such consolidated and wide general knowledge.

More convincing is no doubt the tendency ongoing nowadays in many Countries, of providing all young adults with a strong primary and secondary education, giving them the cultural and cognitive instruments required by such a complex society as the one we are living in.

So the objective is that of developing everyone’s skills to the maximum through a sound and solid mathematic and logic kind of education, thus providing pupils with the indispensable cultural instruments to critically decode and interpret the various codes and signs of such complex society.

Along with this philosophy, the USA have for a long time made the decision in line with the tendency of providing pupils with the instruments to let everyone have the highest level of education; an education considered more as a heritage to expand along lifetime, than a destination.

The realization of such a path has in particular required to rethink the figure of the teacher who, as an indispensable intermediary between codified knowledge and the student, is now in charge of a much more complex task.
As a consequence, in educating teachers, pedagogy has had to address to a major comprehension of the nature of educational factors, to form teachers that are able to deal with change through a methodology that can be appropriate to enable students in the process of acquisition of knowledge. As Vaizey argues «the main task of the teacher consists of providing students and citizens with instruments that can give a unitary form to new knowledge, new in the sense that it is still becoming» (Vaizey 1967, 48).

A high level of education in a Country surely favours economic development because the scientific centers of excellence are a hotbed of new ideas and innovative techniques, functioning as propelling force for innovation and development. Moreover, a wide spread of scientific knowledge permits to have labour force made of highly qualified people, who, employed in highly specialized productive activities, become so able to give original and innovative contributions in production techniques, starting so a virtuous process that is self-sustaining.

2. RISE AND DECLINE OF THE EUROPEAN MODEL OF UNIVERSITY

More and more analysis conducted in the various fields of culture, such as researches, conferences and publications, that are aimed at showing the changes, over the last ten years, have met and are still meeting the Italian academic system and, more in general, the European one. As further proof of the fact that these are changes that strongly influence the actions of those who- students and their families, researchers and professors, technician and administrative personnel, that is to say society- live, directly or not, the everyday life of Academy.

These are radical changes, in the real sense of the term, because they directly influence the primary root of the image of University that we are all familiar with. Or, in other words, these changes are relevant to the extent of creating problems to the substantial principles, the first origin and, as a consequence, the raison d’être of the idea of University that Europe has elaborated, spread and reproduced throughout history (d’Alessandro 2011).

Whereas –as we want to highlight– what is now changing is the idea of University, and the term idea is not used by chance here, in particular it refers to the double signification that such term assumes in the majority of European languages: the idea is, in fact, a product of human mind’s rational activity and it is conceived in terms of a representation, point of view, or a general and unitary concept which summarizes the multiple facets of reality (Baldacci 2014).
In this specific sense, affirming that the *idea* of University that Europe has formed all along the 1800 – from the seventies and more relevantly the nineties – has undergone such radical and structural changes, means referring to that general concept that considered University as an institution which *organizes* knowledge universally (that is to say against any kind of particularism) and to the maximum level of quality, critical sense and innovation.

Infact, the *idea* of University, that Europe has proposed against its typical strong internal divisions is that of an institution whose scientific and pedagogic identity shapes around a free and autonomous knowledge, with the ability of keeping together the various differences – disciplinary, epistemological, theoretical, methodological or, more generally, cultural – thanks to a common aim: the enhancement of humanity through collective and individual emancipation through rationality.

Infact, according to such *idea*, it is only thanks to a knowledge freed by economic, social and political interests, that such Institution can be considered as a universal community that embraces the *others*, the distant ones, the different ones to build together, reasonably, the necessary conditions to the actualization of reality.

As a matter of fact, it is only thanks to the permanent and structural link between research – as an investigation path aimed at reaching the truth – and education (Sirignano 2003) – as a process of complete development of capabilities, potentials and creative forces of every subject – that University can really provide with that progressive and constant intellectual, ethical and aesthetic enhancement that belongs to a kind of humanity which has not forgotten or lost somehow the real value of future.

Of such *idea* of University, nowadays, there is almost nothing but, for certain aspects, the framework – now meaningless – that link research to formation.

Infact, all the critical movement that develops starting from the Seventies has well highlighted the ideological weight of such *idea* of University: in particular, as far as research is concerned, as the cultural and linguistic upturn of contemporary epistemology has underlined the metaphysical dimension proper of such concept of knowledge and reason, the same way, as far as the formation pole is concerned, critical pedagogy has highlighted the conform dimension of such concept of human development and improvement.

There has been a multitude of studies – and, in particular, we refer to Bourdieu’s (Bourdieu 2013 [1984]) – which demonstrated how behind an illusory universality,
rationality, neutrality, autonomy and freedom of research and academic education, for a long time it has been hiding, the supremacy of a social class, the middle one, on the rest of society through the reproduction of cultural capital and, so, of its resulting power positions.

It becomes necessary fighting against this idea of University that is only apparently aimed at building a hospitable community, in order to build a University that can be able to elaborate a knowledge that is really aimed at the individual and collective improvement, because based on the requests, necessities and social needs; a University that is able to plan an education really aimed at emancipation and everyone’s change, because willing to listen and let acquire autonomy; a University that is ready to build a really better present and future from an intellectual, ethical and esthetical point of view, because open to plurality and debate; so, an accessible, open, critical and democratic University, that works on past and present, for both the single individual and community, to build a more responsible and aware future (Manacorda 2012).

Such ideal of University has in itself all the conditions that are necessary to the development of permanent learning, conditions such as research meant as critical investigation starting from ‘real’ problems to deeply observe them and so find shared solutions, is the vector to the formation of mental habits able to constantly deconstruct the dominating representations, to open the cognitive space to founding and learning new possible meanings and, therefore, in the last instance, to open the social space to cultural change.

However –and that is the question that, already present in the heading, motivates this job in its entirety– has it been possible to convey such an ideal of University for permanent learning or has it had those conditions of possibility to be considered as a new idea of University?

If, infact, the terms idea and ideal share not only the same root, but also the same semantic field, it is also true that the term ideal essentially refers to something that is opposed to reality, while the term idea refers to that cognitive product which tries to observe, read and interpret the reality opposed to the ideal.

Therefore, the question we want to pose is: has the ideal of University emerging from the critical turning point of the Seventies effectively transformed into a reflectively elaborated project that is really capable to give a clear and overall view to be changed and founded? Or –as Spurk suggests (Spurk 2013)– has such an ideal remained a u-topia which could not produce a topos to be thought and
inhabited? A potentially pedagogic utopia, namely having an emancipative and transforming instance, that has substantially revealed to be an anti-pedagogic utopia, namely an anti-planning and anti-perspectival utopia?

3. A “PEDAGOGY OF POLITICS” FOR EVERY CITIZEN’S LEARNING

If such interpretation can be confirmed, then it is possible to interpret the transformation of the academic system – that is to say, the passage from a two-dimension University (research and education) to a three-dimension one (research, education and society) – as the settlement of an economic and technician motivation in the emptiness caused by the lack of change of the 1968 ideals, into a scientifically, pedagogically, culturally and therefore, politically strong idea of University.

On closer inspection, in fact, the opening of research and academic education to the instances of the social world is assuming, in the sense of its wider complexity—after every reform—the not unique or hegemonic, but surely prevailing attitude of opening to instances exclusively coming from the industry and profession fields, from the market world. That is to say that the ideal of a critical and innovative research, on the one hand, and an education aimed at creating consciousness and emancipation, both aimed at the development of a permanent learning that allows to link the more genuine instances of a transforming society, is dangerously assuming the facets of a research oriented to technical productive development needs, and of an education oriented to let the related competences come to light (Sirignano 2013).

Therefore, it has been left room to the economic paradigm of human capital (Segrè 2012), that affirms of reconsidering the pedagogic utopia of permanent learning uniquely in the functionalist direction of that capitalism that Bauman defined as parasitic (Bauman 2009), where the relationship between University and social system has to be conceived in the sense of an institution having the main task of forming the available, flexible, obsequious, competitive character of future workers to be employed in the so-told economy of knowledge, so that the investments in secondary and high education may have a direct social return in order to guarantee an improvement in productivity, in particular in scientific research and technological development.

It is indeed possible to see, as Nussbaum asserted, a profitization of the educative branch (Nussbaum 2010), which materializes, in Biesta’s opinion, in the emerging
learnification of the pedagogical subject (Biesta 2006) and, about Mayo, in the rhetoric of competences (Mayo 2013).

In Nussbaum’s opinion, in fact, an excessive emphasis on learning produces the same emphasis on the individual: learning, although being a social process and set as a consequence in a historic and cultural context, refers to what people do as individuals: such emphasis on the individual offers itself as proof supporting the neo liberal logic that characterizes the actual global economy. Moreover, Biesta argues that such pretext also subtends the concept of competence: competence, infact, represents the mastery in the use of an individual capability in a precise practical context, that is to say an element that requires an educative approach completely centred on a technicist and positivist performativity: namely an approach that only underlines initiative, competitivy and mobility of everyone’s intellectual capital in a more and more flexible and precarious job market.

And it is against this pervading neo-liberal instance that transforms University in a cultural industry as any other cultural industry– from printed paper to radio, from cinema to television, to the Internet that moves as any other industry, on the basis of standardized productive processes aimed at efficiency (Bartolini 2013) - that pedagogy acting as political science of education has to critically return to work on the u-topia of an accessible, open and democratic University to make of permanent learning a topos to realize. That is to say that in order to release permanent learning from this economic and technical logic, then it becomes necessary to regain the critical motivation that is proper of pedagogy to test the complex interconnection— more complex today than in the past historical periods – between University and society or, more generally, between education and politics to try to decolonize, in Latouche’s terms, the social actual imaginary – completely centred on the pervasive logic of capitalistic economy– in order to build an alternative society (Latouche 2005 [2004]). A society that, making of decline its primary aim, may become aware of the ideological artificiality of the economic concepts of growth and development to re-discover the dimension of relationship and, in this sense, deeply educative of job as a mean of construction and change, both individual and collective. It is through this u-topia that releases the individual from the standardizing and conforming pressures that world society makes, that it becomes possible to start to consider permanent learning as a process that is not aligned on flexibility and precariousness logics, but as one that tends to a constant improvement for the individual, to say that in terms that characterized such idea of University that for forty years has undergone a crisis. Infact, only releasing permanent learning from the merely functionalist need of
making acquire knowledge and competences that are spendable in the job market to indulge the flexibility that such market imposes (Sennet 2010), it is possible to consider today’s University as committed in the pedagogical project of building a constantly learning society.

4. BIBLIOGRAPHIC REFERENCES


3

Personal Learning Environments and Open Educational Resources to improve teaching methods in Higher Education

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1. INTRODUCCIÓN.

The current context of massive and open education is changing the methodological paradigm of Higher Education towards the development of a methodology oriented to video-simulation and self-creation content. Due to this new educational change, a plethora of emerging web applications and widget-based aggregation tools provide numerous options for learners to access, synthesize, organize, and create content. At the same time, networked individuals enjoy unprecedented access to subject matter experts and open opportunities to collaborate with fellow learners around the globe. The convergence of these capabilities paved the way for massive open online courses (MOOCs) and personal learning environments (PLEs) focused on learner construction.

PLEs can be seen as the spaces in which people interact and communicate and whose ultimate result is learning and the development of collective know-how. In terms of technology, PLEs are made-up of a collection of loosely coupled tools, including Web digital technologies, used for working, learning, reflection and collaboration with others. In this academic and social context, the role of teachers should focus on two aspects: first, as a precursor of a methodology consistent with the new paradigms collaborative and mediated by ICTs and, second, as a content creator in fully accessible formats for integration into a ubiquitous, mobile, and visual universe.
Higher Education institutions can play a critical role in supporting their teaching staff in the creation of effective teaching and learning environments for students and providing ongoing opportunities for professional development. Identifying and developing learning resources are both integral parts of this process. Institutions should aspire both to create OER and to use OER from elsewhere. Students must be proficient in both decoding and encoding multimedia materials for developing their skills in Higher Education. In this context, increased online access to OER has further promoted individualized study, which, coupled with social networking and collaborative learning, has created opportunities for pedagogical innovation. Learning occurs through interaction between members of a learning community; these learning interactions are considered learning activities; and the learning activities can take the form of words, written and spoken, images, video, multimedia, etc. (Downes, 2007).

In this unit, we will deal with the development of PLEs from the point of view of the materials for the creation and sharing of content, both for teachers and students. We need to consider learners not only as the subjects of learning, entities to whom we deliver learning content, but also the sources of learning, functioning as the perceptual input for the wider network. We concur with Fuchs (2005) that the Internet should not be considered as a mere technological system, but as a socio-technological system by encouraging PLEs and Open Educational Resources (OER) inside them, learners are also taught how to construct, regulate, and control their own learning; thus creating a lifelong learner. From a social and pedagogical perspective OER could support lifelong learning and personalized learning, therefore, it is important to explore how learning takes place within the framework of OER. OER embedded in personal learning environments will move the power over learning from the institutions, to individual learners. In this context, teaching and learning material is not necessarily created by one teacher or even by a teacher at all; learners should be actively involved in the process of designing curricula and syllabi and in the creation of knowledge. All of us in Higher Education need to ask ourselves several questions: Can we continue to operate on the assumption that the formal curriculum is the center of the undergraduate experience? Where are the high-impact practices located? and How can students “learn to be,” through both the formal and the experiential curriculum?
2. PLES AND THEIR DEVELOPMENT IN EDUCATION

The most important idea related to PLEs is that it is not an application (Attwell, 2007; Wilson, 2008); it is a concept for organizing learning. Graham Attwell (2010), one of the first researchers to write about personal learning environments, defined them as “the spaces in which people interact and communicate and whose ultimate result is learning and the development of collective know-how. The idea of the personal learning environment is that it performs many of the functions of a content management system and of a social network system but from the perspective of the individual rather than the community or the institution (Attwell, 2007).

In relation to technology, PLEs are configured with a collection of digital tools which can be used for working, learning, reflection and collaboration with others. These digital environments give learners more control by allowing them to adapt their learning experience and connecting with other students, teachers and researchers. The main characteristics of PLEs are: first, they are mobile, flexible and not context dependent. They can move from one domain to another and make connections between them. Second, PLEs can support and facilitate a greater variety of relationships than traditional educational media. These include relationships within and between networks and communities of practice and support for collaborative working. And third, PLEs support a greater range of learning discourses than traditional educational technology. PLEs are able to link knowledge assets with people, communities and informal knowledge (Attwell, 2010; Downes, 2010; Griff, & Matter, 2013) and support the development of social networks for learning. For this purpose, a PLE can use social software for informal learning which is learner driven, problem-based and motivated by interest that reinforces collaboration, community engagement and embedding learning into working and living processes generating a “community of innovation”. To effectively perform all these functions PLEs must be able to also support mobile communication devices (Drexler, 2010a; Mercier, & Higgins, 2013) and integrate various digital resources than can be developed in community and available for all learners. A network of PLEs is a learning network.
Despite these advantages, PLEs have to overcome some disadvantages:

- They rarely propose specialized learning content and tools.
- Insufficient visual tutorials for building personal learning spaces or semantic tools usage.
- Insufficient collection of easy-to-use semantic tools.
- Problems in searching of relevant content.
- Needs of significant computer skills for arranging good PLE space.

This concept describes what is happening in Higher Education now. We can see disruption in the new forms of course delivery (i.e. Udacity, Cousera), teaching methods (i.e. flipped classrooms), and new learning models (i.e. competency based learning). These experimental forms of teaching (MOOCs) and assessing (peer review, assessment centers) are changing how educators teach, and impact the student/instructor relationship. Nowadays current learning systems are teacher or institution-centered learning environments (CETIS, 2006) based on institutions, universities, teachers, courses, terms, timetables, etc.; it is based on the needs of the institution rather than the learner (Downes, 2010; Alloway et al., 2013).
We might say that the formal curriculum is being pressured from two sides. On the one side is a growing body of data about the power of experiential learning in the co-curriculum; and on the other side, is the world of informal learning and the participatory culture of the Internet (Bass, 2012; Singh, & Holt, 2013). The subjects and courses offered are limited because they cannot adapt to the rapidly changing environments; they are developed for the average student; they are typically isolated from other bodies of knowledge; and they are on a timeline (Hall, 2010). Institutions offer learning services based on Learning Management Services (LMS) as Spanish National University of Distance Education (UNED) offer to their students called aLF; where each course stops and starts on a prescribed time schedule.

These learning services which are used for almost any Higher Institution are called virtual learning environments (VLE) or learning management systems (LMS). These systems do not support lifelong learning, and additionally, a learner cannot continue to access content after he or she graduates. These systems are really good for developing formal studies and subjects of the different university degrees but they fall short in delivering open materials and integrating the socio-digital learners’ environment. Learners desire a learning system allowing for anywhere, anytime, and anyone learning opportunities (Drexler, 2010b; Sánchez, & García-Rodicio, 2013). Personal learning environments (PLE) give the opportunity to integrate and create OER and allow students to control their own learning. While Higher Education has been the predominate force in formal learning, it seems that more and more individuals are using PLEs.

PLEs incorporate the strengths of constructivism and connectivism learning theories as well as those of self-directed learning and empower self-directed learners to access and control their learning (Brown, 2009; Cheung, & Vogel, 2013).

The current trend should be to develop PLEs inside the LMS provided by Universities and in that way the learner could continue developing knowledge and interactions when formal learning has ended. One of the main strengths of PLEs is the varied resources that can be accessed and controlled. In the Personal Learning Environments Reference Model Project conducted by the University of Bolton in 2006, researchers identified 77 different patterns of use; they arranged these patterns in 8 categories: chat and messaging tools; groupware and community tools; calendaring, scheduling, and time management tools; news aggregation tools; weblogging and personal publishing tools; social software; authoring and collaboration tools; and integration tools (CETIS, 2006; Wilson, 2008). Moreover,
there are 2.0 tools and open-source materials such as mini-videos, concept maps or portfolios which can be freely accessed in PLEs and can be created and adapted by students and teachers.

3. PLES DEVELOPMENT THROUGH OER

According to UNESCO, “the concept of Open Educational Resources (OER) describes any educational resources (including curriculum maps, course materials, textbooks, streaming videos, multimedia applications, podcasts, and any other materials that have been designed for use in teaching and learning) that are openly available for use by educators and students, without an accompanying need to pay royalties or license fees. In addition, “the term OER is largely synonymous with another term: Open CourseWare, or OCW, although the latter may be used to refer to a specific, more structured subset of OER. The concept of Open Educational Resources (OER) was originally coined during a UNESCO Forum on Open Courseware for Higher Education in Developing Countries held in 2002. During a follow-up, online discussion, also hosted by UNESCO, the initial concept was further developed as follows:

Open Educational Resources are defined as ‘technology-enabled, open provision of educational resources for consultation, use and adaptation by a community of users for non-commercial purposes.’ They are typically made freely available over the Web or the Internet. Their principle use is by teachers and educational institutions to support course development, but they can also be used directly by students. Open Educational Resources include learning objects such as lecture material, references and readings, simulations, experiments and demonstrations, as well as syllabuses, curricula, and teachers’ guides. (Wiley 2006)

Pedagogically, the concept is underpinned by the notion of using resources as an integral method of communication of curriculum in educational courses. However, it is the ease with which digitized content can be shared via the Internet that has the potential to unleash the full power of resource-based learning without bankrupting educational systems. Importantly, as with ‘Open Source’, the key differentiator between an OER and any other educational resource is its license. Thus, an OER is simply an educational resource that incorporates a license that facilitates reuse – and potentially adaptation – without first requesting permission from the copyright holder. This opens up opportunities to create and share a wider array of educational resources, thereby accommodating a greater
diversity of student needs. The digital information, combined with its increasingly widespread dissemination, poses significant challenges to concepts of intellectual property. Copyright regimes and business models for publication are under scrutiny.

As a teacher or a student —to develop an adequate methodology or to learn by doing—, teachers and students need to create and develop learning materials. For this reason, it is really important to use technology as a partner in the teaching and learning process to engage and support thinking and reflection. To this end, the work of Jonassen, Howland, Moore and Marra (2002) provided additional theoretical support highlighting five important principles associated with learning with technology. These principles posit that meaningful learning is active, constructive, goal directed, authentic, and collaborative. The design of OER gives the option to set their own goals and reflect on their progress in an effort to allow them to understand their learning and perhaps apply this learning to new situations in the future. Actual structures of the network, along with many of the resources exchanged in the network, are created by the students themselves. Teachers and students are placed in the role of a producer of content, artifacts, and knowledge requiring them to make decisions and wrestle with real issues associated with designing a meaningful personal learning environment. This required each member of a group to achieve a common understanding of the tasks presented and agree on the stages and the methods they would use to achieve the goal of the project. For this purpose, the open educational resources should be created, including the following characteristics: access/search for information and knowledge; aggregate and scaffold by combining information and knowledge; manipulate, rearrange and repurpose knowledge artefacts; analyze information to develop knowledge; reflect, question, challenge, seek clarification, form and defend opinions; present ideas, learning and knowledge in different ways and for different purposes; represent the underpinning knowledge structures of different artefacts and support the dynamic re-rendering of such structures; share by supporting individuals in their learning and knowledge; networking by creating a collaborative learning environment.
3.1. Role of Teachers in creating, adapting and sharing OER

The role of the teachers in this new digital context should represent a methodological change and the design of open and well-organized resources must be one of their basic competences. These new materials should encourage greater individual engagement of students with information, ideas and content than is possible with lectures alone. By making such resources an integral part of the teaching and learning process, limited face-to-face teaching time with students can be more effectively used to foster engagement and to nurture discussion, creativity, practical applications, and research activities.

In this context, some challenges are suggested for the academic staff in Higher Education (UNESCO, 2011):

1. Develop skills to evaluate OER. A good starting point is to evaluate existing OER in portals/repositories and determining what might be useful in courses and modules.
2. Consider publishing OER. Begin to design basic materials alone and in small groups and publish these materials openly, including course outlines, course information booklets or hand-outs, teaching notes and course assessment tools and instruments.
3. Assemble, adapt and contextualize existing OER. One of basic competence is to adapt and contextualize existing OER to respond to diverse learning needs of students and support a variety of learning approaches for a given learning goal.
4. Develop the habit of working in teams. To adopt the team approach is the most successful strategy for the development and repurposing of materials.
5. Seek institutional support for OER skills development. There are many academic courses, even more nowadays with MOOCs, to develop skills and competences in order to exploit OER effectively and to apply them to the curriculum development.
6. Leverage networks and communities of practice. Academic staff should use the existing online networks and communities of practice collaboratively to develop, adapt and share OER, as well as to engage in dialogue about their experiences in teaching and learning. Such communities of practice can also provide an excellent platform for publishing resources in existing repositories.
7. Encourage student participation. Academic staff could encourage students to create, adapt and publish their own OER to develop their own competences.

8. Promote OER through publishing about OER. The promotion of OER created via open publications, journals and other relevant vehicles is one of the best ways to promote these materials.

9. Provide feedback about, and data on the use of, existing OER. Providing feedback and data on the OER that have been created, adapted, used and/or reused, specifically relating to success in meeting learning goals and student needs, is an invaluable contribution to their effective use.

10. Update knowledge of IPR, copyright and privacy policies. It is particularly important to be clear about rights and conditions relating to works created during the course of employment and how these might be shared with and used by others.

3.2. Role of Students in creating, adapting and sharing OER

The students of 21st century need to develop an active global citizenship and for that purpose, employability, transferable skills and knowledge, communication skills, creativity and innovation are needed. When OER are adequately supported, students have great potential to support Higher Education providers in sourcing, adapting and producing OER in partnership with academic staff. Although creating teaching and learning environments that harness OER in educationally effective ways is primarily the responsibility of academic staff, student bodies—as key stakeholders in Higher Education—should be aware of the relevant issues and integrate them as appropriate into their interactions with other students.

In this context, it is suggested that student bodies (UNESCO, 2011):

1. Understand the issues of OER and undertake advocacy of OER. Students should adopt a producer role as active participants in the learning process.

2. Encourage their members to publish work as OER. Students can make a significant contribution to increasing the use of OER by publishing their work (preferably under the guidance of academic staff and within institutional protocols) under an open license.

3. Take an active role in assuring the quality of OER through social networks. Student bodies can encourage students to participate in the social networking environments that have been created around OER repositories, so that they play an active role in assuring the quality of
content by adding comments on what content they are finding useful and why.

4. Recognise that ICT are an increasingly important part of the Higher Education experience and are often crucial for students with special educational needs.

5. Encourage student participation in activities to support OER development. Student bodies can help to shape the nature and quality of students’ educational experiences by encouraging and supporting the use of OER for the purposes of self-directed study and, at the more advanced levels, by having students create their own curriculum/courses of study.

4. STRATEGIES FOR ENHANCING TEACHING METHODS: VIDEO-SIMULATION: LEARNING MODULAR MINI-VIDEOS

In the new paradigm of Higher Education, the lecturers are considered agents that create work environments to stimulate the students. Moreover, the main factor for learning is the willing of learning and the effort to achieve it. It is clear that the students are the key part in this process. However, the lecturer can and must help him/her, facilitating and guiding his/her autonomous learning. In this training context teachers tend towards the design and use mini-videos that video-simulate, explain, and summarize content. This trend is being witnessed in MOOCs in PLEs and also, increasingly, in university subjects developed in LMS. In order of achieving this approach, (Letón, 2009, 2011) has proposed using a new teaching tool based on mini-videos for self-learning that uses an electronic blackboard. The way to reach this concept has been through an evolution from the recording of a whole lecture, across producing videos for exercises and finally ending with the concept of mini-videos. The mini-videos are based on the philosophy of “I work (the lecturer)”, “You work” (the student). They are constructed with the help of minimalist slides that are filled out with the help of the electronic blackboard. The success of the “learning to learn” approach will be based if lecturers and students accept, understand and assume the philosophy: I work, you work. If both work, in class and outside the class, the “learning to learn” approach will succeed, but if one of them does not do it, it will failed. This philosophy is part of the mini-videos and brings several advantages for the student and for the lecturer.
The main advantages for the student are:

He/she can choose the time, the place and the rhythm of learning.

- He/she has a comprehensive material
- He/she can re-enter in the subject whenever he/she wants.
- He/she can prepare easily the continuous evaluation.
- There is a real possibility of distance learning.
- The main advantages for the lecturer are:
- Planning can easily be done.
- The lecturer can be more proactive
- The lecturer does not have the sense of time oppression.
- It helps to strengthen the contact with the student.
- It helps the implementation of continuous evaluation.
- The coordination between lectures and practical sessions is optimal.
- There is a real possibility of distance learning.
- One example for creating mini-videos could be seen in the following link: http://www.youtube.com/watch?v=jdbh4XF6OLw

We can create, edit, share, convert, and download videos with lots of free user-friendly programs as the following:

- Windows Live Movie Maker.
- Camtasia Studio.
- Media Suite.

In the following link you can download some programs to create, edit, and download videos: http://www.uptodown.com/buscar/programa-para-editar-videos

4.1. General Resources and strategies to create a PLEs
One of the simplest ways to start creating a PLE is via social networking tools, and in particular blogs and wikis. These simple publishing platforms can be used for a range of learning activities and are generally free or very low-cost. For example, the following tools and techniques could be used as first steps to creating your PLE (UNESCO, 2011):
• Create a blog and publish notes and resources relevant to students or colleagues. Invite others to comment and reflect on the ideas shared.
• Create a wiki and publish resources and information to share with students or colleagues. Include links to other websites and resources.
• Join Twitter and share ideas and information with members of your Twitter network. Follow #hashtags or use the Twitter Search tools to search for topics of interest and locate other Twitter users you can follow.
• Join an Educators Network and share thoughts using forum or group discussion tools. Share ideas, lesson plans and other resources with colleagues.
• Record learning activities or educational events via photograph or video and publish the results on a social networking site like Flickr or Youtube. Invite others to share and comment on your work.
• Join an Education Network on Facebook and contribute to the information and resource sharing.
• Setup an RSS Reader Tool and subscribe to blogs and other websites that are of professional interest. Make comments and share your responses in the comments section.
• Watch the video included here, which was created by a 7th Grade Science student and provides an overview of her Personalized Learning Environment and the impacts it has had on her learning. Consider how you could use these strategies with your students.

From this perspective it is basic to implement a “Team-Based Design” of PLEs. A key aspect of the team-based design is the move beyond individualistic approaches to course innovation. In Higher Education, we have long invested in the notion that the way to innovate is by converting faculty. This move represents a shift in strategy: instead of trying to change faculty so that they might change their courses, this model focuses on changing course structures so that faculty will be empowered and supported in an expanded approach to teaching as a result of teaching these courses (Bass, 2012). The idea is to explore individually and afterwards in groups different 2.0 tools in specific tasks, but integrate them into the normal work dynamic of students, and each time find ways to use them in the group-work proposal. Basically, students have to integrate those tools into their Personal Learning Environments to construct their own knowledge.
5. CONCLUSIONS

If we want to design a work based PLE it is necessary to understand the contexts in which learning take place and the different discourses associated with that learning. A PLE is both able to transpose the different contexts in which learning takes place and can move from one domain to another and make connections between them. As we showed in this unit, it can support and facilitate a greater variety of relationships than traditional educational media. At the same time, a PLE is able to support a range of learning discourses including discourses taking place within and between different communities. An understanding of the contexts in which learning takes place and of those different learning discourses provides the basis for designing key tools to develop knowledge on a PLE. Indeed, one of the most powerful aspects of today’s technologies is that many of the high-impact features that used to be possible only in small classes can now be experienced not only at a larger scale but, in some cases, to better effect at larger scale. We need to acknowledge that the center of significant learning has shifted to a new, recentered core and that, from the perspective of deep learning and impact, most of the formal curriculum now must move from margin to center. We need to think more about how to move beyond the individualistic faculty change model and get involved in team-design and implementation models on our campuses, and we need to consider that doing so could fundamentally change the ways that the burdens of innovation are often placed solely on the shoulders of faculty. The learning we are coming to value most is not always where we are putting our greatest interest and effort in assessment, including the emerging discussions about “learning analytics”.

In this context, the potential of OER brings transparency to educational processes, facilitating collaborations between educators and students at different institutions, and establishing a new economic model for procuring and publishing learning materials. OER will help over-stretched educators to manage their work more effectively, rather than adding new work requirements to their job description. However, successful OER initiatives will be those that can work immediately and add educational value within the existing ICT infrastructure constraints of any participating institutions (including those from the developing world). Proving the potential of a concept that will only have an impact when these infrastructural constraints are removed is of little value to Higher Educational institutions in the short to medium term. Sharing materials that others can adapt and use recognizes the value inherent in team work and the improvements in thinking that will emerge from such collaboration. Doing this openly, using the already proven innovations of the Internet to facilitate sharing
of content, presents a practical way to use cooperation to find simple solutions to pressing problems we face in education. As with all such communal processes, the initial results will be messy – and there will be many problems to solve, such as how to create appropriate curriculum frameworks for storing content, and mechanisms to help with assessing quality. But online communities have demonstrated the now indisputable power and value of lots of people working collaboratively towards a common cause. And doing this in education has the potential to re-focus educational systems, restoring the core values of building and sharing knowledge that underpin good education, and systematically encouraging us to work with and learn from one another.

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1. THROUGH HISTORY AND THE INDIVIDUALS.

399 BC, Athens. Socrates, seventy years old, is sentenced to death. His teaching, his great love for transmitting the desire of knowledge and analytical sense towards the world, politics, religion, science itself, turn into terrible accusations: impiety and corruption of youths. It is to the young who, while dying, he transmits his spiritual and moral heritage (Plato, 2000).

March 415, Alexandria, Egypt. Hypatia, mathematician, astronomer and philosopher from the school of Plato, daughter of the philosopher Theon, admired and followed by many, guilty of being a woman and, especially, a woman of science: “They dragged her from her carriage, they took her to the church called Caesarion, where they completely stripped her naked, and then murdered her with tiles. After tearing her body in pieces, they took her mangled limbs to a place called Cinaron, and there burnt them, erasing any trace of her.” The death sentence was pronounced by the bishop Cyril, later proclaimed a saint, as narrated by Socrates Scholasticus (Bright, 1893).

June 25, 1678 Venice, Italy. Her name is Elena Lucrezia Cornaro Piscopia and she is 32 years old. She is the first female graduate in the world; after she passed, it took another seventy years for this to occur again. An extraordinary talent, child prodigy, she studied Hebrew and the Bible privately with Rabbi Shemuel Aboaf: her, woman, Catholic, educated and devout, him, Jewish authority, educated and devout. Only a love of learning could achieve such synergy. Through Aboaf, young Elena also she learned Spanish, the "lingua franca" of the Sephardic Jews. Her degree was in philosophy, on Aristotle, as the bishop was opposed to a woman graduating in theological disciplines. As a woman, she was not allowed to teach in a university. (Tonzig, 1974).
november 15, 1938, San Rossore, Pisa, Italy. Mussolini signs the Royal Decree 1779 on the Laws for the defence of the race in Italian schools. (Coen, 1988).

Art.1. People of the Jewish race cannot be admitted in any office or employment in schools of all levels, public and private, attended by Italian pupils, nor may be allowed to obtain the qualification to a teaching post.

Art. 2. People of the Jewish race cannot be a part on any Academy, Institute and Association of science, literature and the arts.

Art. 3. People of the Jewish race cannot be admitted as pupils in schools of all levels, public or private, attended by Italian pupils.

(omitted)

Art. 8. On the date of entry into force of this decree, all professors of Jewish race will effectively lose their qualification.

november 17, 1939, Prague, Cecoslovacchia. It is night, Nazi squadrons break into university colleges and arrest over a thousand students and professors guilty of having demonstrated during the funeral of Jan Opletal, a medical student killed for his openly anti-regime ideals. Most of them are deported to the Sachsenhausen camp in Oranienburg, north of Berlin; nine are shot without any trial two days later. The order is given to close all the universities in Prague and Brno. In 1941, the International Student Council declares November 17 as ‘International Student Day’. (Galli, 2012).

november 6, 1960, New Orleans, Louisiana, United States of America. Her name is Ruby Nell Bridges and she is six years old. Despite the fact that, in 1954, the Supreme Court had declared the exclusion of the black population from public and private schools as unconstitutional, it was ‘de facto’ still in force, so much so that to work around this judgment, the institutions had established a very difficult entrance exam for the students of colour. Ruby and six other students passed it, but she was the only one with the courage and determination to cross the threshold of the institute, escorted by four federal agents and welcomed by insults and objects been thrown at her. She spent the first day in the principal's office; the second day all the children were withdrawn from school and the teachers boycotted work. Only one young teacher, Miss Barbara Henry, who had taught at US military bases in Europe, where integration was already in place,
carried on her with work and the school programme as if she had before a whole class before her instead of just one schoolgirl, Ruby. One day, among continuing protests, a girl by the name of Pam Foreman Testroet showed up in front of the school. She was the first white child who ended the boycott and, gradually, other students followed. (Rohrer et al., 1960).

June 14, 1989, Tienanmen Square, Beijing, China. A student in white shirt, totally unarmed, holding an envelope and a jacket; he is immortalised erect and motionless, by photographer Jeff Widener of the American agency Associated Press, from the sixth floor of a Beijing hotel, one kilometre away and with a 400-mm lens, his picture will become one of the most famous in the world. The stranger places himself in front of one of the Chinese tanks\(^1\) that are repressing in blood the rebellion of the students, which started on April 18\(^{th}\). Among their demands there is freedom of press and speech, and more funds for education. In May, more than a million people join them. Between the 3\(^{rd}\) and the 4\(^{th}\) of June, the government decreed the suppression of the protest: against the official data, which was never accurately disclosed, the Red Cross spoke of at least 2,600 dead and 30,000 wounded. Now one knows what happened to the unknown student, who was dubbed by the press as 'tank man'. Local sources agree that he was arrested, but they are divided on whether he was sent to a re-education camp or executed only a few hours after the fact. (Di Leo 1999).

January 3, 2012, Mingora, Swat Valley, Pakistan. “My mother made me breakfast and I went to school. I was afraid to go because the Taliban issued an edict banning all girls from attending school. Only 11 out of 27 female classmates came to class.” It is the diary of Malala Yousafzai, 14 years old. Wednesday, January 14: “I think the Taliban have announced that the edict against female education will officially enter into force as of January 15”. October 9, 2012, Malala was shot in the head at the hands of a Taliban while she was returning from school, guilty of having disregarded the ban for women to study. “let us pick up our books and our pens, they are the most powerful weapons. One child, one teacher, one book and one pen can change the world. Sitting in school and reading along with my female classmates is my right” (Lamb, 2014). To date worldwide there are an estimated 480 million illiterate women who are excluded from every level of education\(^2\).

\(^1\) Heavy armored vehicle
March 19, 2015, Kabul, Afghanistan. Farkhunda Malikzada, 27 years old, a student of Islamic law and volunteer teacher, was lynched to death. She was dragged with a car, stoned and burned on the banks of the Kabul River by an angry mob who accused her of blasphemy against the Koran. Nineteen policemen witness the event without intervening. “Today it happened to her, tomorrow it will happen to us” is the chant the female activists are shouting while carrying the coffin on their shoulders towards the place of interment, defying the religious authorities, to the point of preventing the religious Islamic Ayaz Niazi, who defined lynching as a “justified act”, from participating in the ceremony (Eide, 2016).

An absolutely biased symbolic journey that is almost 2000 years long, which begins and ends in the same way, the brutality and fear of man towards knowledge. At the two extremes, Hypatia and Farkhunda, two women united by their love for knowledge, by a spirit of freedom that only finds fulfilment in knowledge, while their executioners are united by dull fear and ignorance. In between, millions of young people who always strive for their right to progress through education, culminating in the student’s movement of 68, and Malala, who has become the universal symbol for the struggle for human rights and the youngest Nobel Peace Prize winner³. The motivation: “for her fight against the oppression of children and young people and for the right of all children to an education.” These are the few words of her statement during the ceremony: “I don’t mind if I have to sit on the floor at school. All I want is education. And I’m afraid of no one”.

The right to an education is one that terrifies and is often suppressed by the powers that be, both political and religious; one of the most difficult to acquire and protect. After hundreds of years in which education was a privilege, a prerogative of the elite, foreign to the mass, the people, extremely sexist and where religion was at its helm, primarily for moralistic purposes and as a support to those in power, the enlightened Antoin Jean de Condorcet will be the one to affirm and theorise, in his ‘Report on Public Education’, that he needed to organise, within the Assemblée Nationale, an education Reform in relation to popular sovereignty, and that public education was the only tool capable of

³ Malala Yousafai was awarded the Nobel Peace Prize on October 10, 2014, at seventeen years of age.
putting into effect the universal practice, women included, of the rights of freedom and equality⁴ (Petix, 2009):

“Public education is society's duty towards all citizens. We would have uselessly declared that all men have the same rights and the laws be uselessly informed to this cardinal principle of eternal justice, if the inequality of the moral faculties were to prevent the majority from enjoying these rights in all their extensions. (Omitted). No public authority can have the power to prevent the development of new truths and the teaching of theories contrary to its particular policy.” (Giudici, 2015)⁵

With the birth of the Modern States and the growing centralisation of power, school has become the perfect medium for the creation of patriotic citizens who would later become good soldiers. The fundamental knowledge to be imparted must, therefore, emphasise the glory of the fatherland, the achievements and moral virtues of the founding fathers and leaders, and the need to defend their nation from external forces. (Gray, 2008⁶).

It is on the rubble of World War II, in a context in which every human right had been disregarded and violated, that on December 10th 1948 the assembly of the United Nations formalised thirty ‘rights’, which are the basis of the concept of equality among men. In the introduction, it says:

“Whereas disregard and contempt for human rights have resulted in barbarous acts which have outraged the conscience of mankind, and the advent of a world in which human beings shall enjoy freedom of speech and belief and freedom from fear and want has been proclaimed as the highest aspiration of the common people;... (omitted) ..., the General Assembly proclaims this Universal Declaration of Human Rights as a common standard of achievement for all peoples and all Nations, to the end that every individual and every organ of society, keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms.”

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⁴ The report was, however, never discussed because in 1974 Condorcet was arrested and, shortly after, found dead in his cell.
⁶ Published in August 20, 2008 by Peter Gray in Freedom to Learn, Link: https://www.psychologytoday.com/blog/freedom-learn
Article n° 26 recognises and defines the right to an education:

1. **Everyone has the right to education.** *Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit.*

2. **Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace.**

It is thus clear that the ‘right’, as understood in the Declaration of 48, does not identify a ‘privilege’, but rather something more fundamental. Each individual has the right to ‘do’ and ‘have’ merely for being a human. These rights exist for purely ethical and natural purposes, regardless of any other circumstance, nationality, age, religion, sex or condition. The knowledge of possessing them is, by nature, essential in order to eliminate any possibility of discrimination, intolerance, injustice, slavery and oppression. If it is true that these rights are universal, it is also true that every State has the duty to see to it that they are respected through laws and practical ways that make its citizens aware to have them and able to handle them.

Paradoxically, we can say that there is a ‘right to have rights’ and, consequently, the ‘right to know your rights’.

But how can we get to know our rights, both those that are fundamental, natural and sanctioned in the UN Declaration, and those acquired through the laws of the country we belong to, if not through free and informed education?

In this perspective, the ‘right to education’ assumes extraordinary importance, as it imparts the knowledge and tutelage of all the other rights. Thus, no longer only a school for school’s sake, with a view towards cultural and job training, but a fundamental tool for the achievement of a democratic and free society, made up of conscious individuals.
The right to education, therefore, as an essential means for personal and collective tutelage. This is the basic concept that has guided the free spirits and thinkers throughout time.

2. THE RIGHT TO EDUCATION THROUGH THE CONCEPT OF THE NEW MAN.

Going beyond the boundaries and reaching all the broader sections of society, and not just the more cultured elitists. Dante, father of the Italian language, is among the first to understand the importance of making knowledge universally accessible. He wrote the Divine Comedy in the vernacular, or in the language of the people; not in Latin, now obscure to most people, thus breaking the rules of the official culture. Through allegory and everyday language, the men of his time learnt and acquired knowledge about history, astrology, poetry, science, individuals (Aristotle is defined by him as “the master of those who know”7), political events and, thanks to this, they acquire the full consciousness of being sovereign citizens. (Jacomuzzi, 1991).

“You were not made to live as brutes, but to follow virtue and knowledge8”. Odysseus utters these words in the Inferno’s canto XXVI, while facing his companions; they symbolise the whole of humanity, united by the urge to have knowledge, but also by the fear of using it. The verse is a warning to the men and women of his time, and all the times to come, an invitation to dignify one’s own nature, and to abandon ignorance and obscurantism. (Jacomuzzi, 1991).

The ‘New’ man, Odysseus, traced by the ‘New’ man Dante, facing the incognita of knowledge. With intelligence and cunning, he plants the seed of curiosity into the minds of his fellow travellers, relying on their pride, which likens man to God, and their tendency towards the knowledge of the unknown. With intelligence and cunning the poet plants the same seed in the minds of contemporary individuals.

Many treaties and authoritative analysis have been written on this topic, which Dante traces with a unique expressive power, and thousands of teachers have lost their voice over it. In the present context, however, it is possible to start from a new perspective. That is, from the means and not the man.

7 Divine Comedy, Dante, Inferno. Canto IV, v.144.
8 Divine Comedy, Dante, Inferno. Canto XXVI, vv.119-120.
Odysseus enjoys a privileged situation, because he possesses the means, a ship. A man, who by his very nature elevates himself above mere brutality, and the means with which to decide whether to turn around, stop or continue on the path of knowledge; a means of which he is the absolute master, and without which he could not even begin his journey.

Who would he have been without it? Just an individual among many who lived as 'brutes', the traces of which would dissolve over time. And who he would he have been had he lost his valuable precious means, his ‘fast ship’? Just a drowning man at the mercy of the ‘wine-coloured sea’, engulfed by the oblivion of history and memory. Moreover, Odysseus’ intelligence itself, the curiosity that renders him a modern man who breaks with a past that smells of ‘brutality’ and the desire to know what moves his every action to the death, all derive their lifeblood of growth from said ship, from the means.

“Exegi monumentum aere perennius - I’ve erected a monument more durable than bronze”, the poet Horace was fully aware of that. Knowledge leads to immortality. (Horace, 2010).

Centuries later, through the obscurantism and riots that have produced laws and regulations, us modern men can claim to be fully aware of the importance of possessing said means. Our ‘Ulysses ship’ is the study, the rudder is the school, the sea on which to launch it is life and we are the helmsmen.

Among the school desks citizens are formed, comparison is acquired, differences are eliminated, as are racial and religious hatred, and the consciousness and awareness through the comparison with a world of diversity and cultural wealth is formed.

This highlights the contrast between the right to education and dictatorial regimes; the right to education is a right that is associated with the right to work, to health, to economic freedom and freedom of movement. Principles of democracy and human basic needs, related to the will and interests of individual citizens; Conversely, in a dictatorship, the primary interest is the regime and its survival.

9 Homer, Odyssey IX, X, XII
10 Homer, Odyssey V, v. 183, XI, v. 105
Culture, education and knowledge are the only virtues that possess the power to make you free, as they are the only means that allow our minds to think. An uneducated population will always be destined to be dominated and subdued. An educated population, however, is able to ‘think’, it is a free, master of its own destiny and future.

3. THE STATE AND THE INDIVIDUAL

The deep meaning of Article. 26 of the Declaration of Human Rights is sundered: on the one hand, the individual’s awareness of being an active part of the progress and the path to universal democracy through the instrument of knowledge and, on the other, the responsibility of the States to provide and protect the means. The first paragraph clearly identifies the childhood stage as the most sensitive social category, the one on which to invest and focus the socio-educational needs. On November 20, 1989, the UN adopted the Convention on the Rights of the Child, ratified almost unanimously by 196 states.

The first article to mention education is article 20, which concerns the environment of the child, stating “the need to ensure continuity in the education of the child”. Article. 28, which three paragraphs, is entirely dedicated to education: it recognises “the child’s right to an education” and talks about “the full achievement of this right”, an expression that is used also with regard to the right to health. This is the full text:

1. States Parties recognise the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular: a) Make primary education compulsory and available free to all; b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need; c) Make higher education accessible to all on the basis of capacity by every appropriate means; d) Make educational and vocational information and guidance available and accessible to all children; e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates
2. **States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child’s human dignity and in conformity with the present Convention.**

3. **States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.**

The European Union has implemented the UN Directive, taking on the function of supporting and setting common goals through the exchange of best practices among member states that, in turn, are made responsible for their own education and training systems. The EU Youth Strategy promotes equal opportunities in education and employment, and encourages young people to play an active role in society, in accordance with art.i 165 and 166 of the Treaty on the Functioning of the European Union\(^\text{12}\).\)

Horizon 2020 is the European Framework Programme for Research and Innovation. Among the objectives, to be reached by 2020, there is 40% of graduates and a reduction to 10% of school dropouts within EU countries. Currently, the average number of those who have completed a degree stands at 38.7\(^\text{13}\). In this context, Spain occupies a very high position, with 40.9%, while Italy is lagging behind with only 25.3%.

### 4. OECD 2016 REPORT. A LOOK AT SPAIN AND ITALY

On September 15, 2016, Tibor Navracsics, Commissioner for Education, Culture, Youth and Sport, along with Angel Gurría, Secretary-General of the OECD\(^\text{14}\), held a press conference on the state of education and on the reforms needed in EU countries and the OECD. During the press conference, the OECD report "Education at a glance" 2016, which is the main international compendium of comparable

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\(^{13}\) Data consulted on the 25.01.2017 on http://bit.ly/2uz54jX

\(^{14}\) The report "Education at a Glance" 2016 analyses the education systems of the 35 OECD Member countries plus Argentina, Brazil, China, Colombia, Costa Rica, India, Indonesia, Lithuania, Russian Federation, Saudi Arabia and South Africa.
national statistics that measure the state of education in the world, was presented. It states that, out of the 35 OECD member countries, only 12 reach the reference level for five out of the ten goals for education. The same applies to the EU, where only 6 of the 22 EU members of the OECD obtained the parameter of reference. The data on education and training within each of the 28 member countries, which are publicly accessible through the European Commission portal\(^{15}\), are summarised in as many individual detailed reports. With regard to Spain and Italy, a comprehensive framework is provided by the comparison between the two graphs, in reference to their positioning in relation to the EU context.

There is a clear disparity in the achievement of objectives between the two countries, in particular with respect to the achievement of tertiary education diplomas and employment of new graduates, where Spain far exceeds Italy and is actually closer to the overall European average. However, Spain has a much higher school dropout percentage.

Here are the highlights of the summary reports available on the EC website.

\(^{15}\) Link to the site, consulted on the 25.01.2017, [http://bit.ly/2tXEC1y](http://bit.ly/2tXEC1y)
Spain\textsuperscript{16}:

- The 2016 political impasse has limited progress on education reforms: the future of the 2013 Organic Law for Improvement of the Quality of Education (LOMCE) is questioned and the reform of the teaching profession remains on hold.
- Spain has increased the education budget since 2015. However, the previous accumulated financial constraints have reduced equity in education, and the effectiveness of education spending can be improved.
- Enrolment and transition rates in the 'basic vocational education and training' programme are below expectations after the first two years of implementation.
- The Ministry of Education, Culture and Sport (MECD) is making significant efforts to prevent violence in schools and promote civic education and fundamental values.
- A new tracking system for graduates should help to improve the relevance of university programmes and graduates' employability rates.
- The Government takes initiatives to support cooperation between universities, businesses and research centres but university governance and financing systems do not create a favourable environment.

Italy\textsuperscript{17}:

- The 2015 school reform and the national system for the evaluation of schools are being implemented and could improve school outcomes.
- Although still above the EU average, the early school leaving rate is steadily declining. Participation in early childhood education is high for four- to six-year-olds.
- More attention is being paid to the quality of higher education and the framework for allocating public funding to universities has significantly improved in recent years.
- Italy has the lowest tertiary educational attainment rate in the EU for 30- to 34-year-olds. The higher education system is underfunded and faces the problem of ageing and declining teaching staff.

\textsuperscript{16} Link: \url{https://ec.europa.eu/education/sites/education/files/monitor2016-es_en.pdf}
\textsuperscript{17} Link: \url{https://ec.europa.eu/education/sites/education/files/monitor2016-it_en.pdf}
Transition from education to work is difficult, even for highly qualified people. This is causing a ‘brain drain’.

For Spain, the report identifies the high number of school dropouts as the weakest point, which are among the highest in Europe. Despite there is a significant reduction of the phenomenon, it is necessary to work in order to bring that number to the 10% set as a target for 2020.

### Key indicators

<table>
<thead>
<tr>
<th>ET 2020 benchmarks</th>
<th>Spain</th>
<th>Italy</th>
<th>EU average</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early leavers from education and training (age 18-24)</td>
<td>24.7%</td>
<td>17.3%</td>
<td>12.7%</td>
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<tr>
<td>Tertiary education attainment (age 30-34)</td>
<td>41.5%</td>
<td>21.9%</td>
<td>36.0%</td>
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<tr>
<td>Early childhood education and care (ECEC)</td>
<td>97.7%</td>
<td>99.1%</td>
<td>93.2%</td>
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<tr>
<td>Proportion of 15 year-olds with underachievement in:</td>
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<tr>
<td>Reading</td>
<td>18.3%</td>
<td>19.5%</td>
<td>17.8%</td>
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<tr>
<td>Maths</td>
<td>23.6%</td>
<td>24.7%</td>
<td>22.1%</td>
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<tr>
<td>Science</td>
<td>15.7%</td>
<td>18.7%</td>
<td>16.6%</td>
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<tr>
<td>Employment rate of recent graduates by education</td>
<td>63.6%</td>
<td>54.1%</td>
<td>75.9%</td>
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<tr>
<td>attainment (age 20-34 having left education 1-3 years</td>
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<td>before reference year)</td>
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<tr>
<td>Adult participation in lifelong learning (age 25-64)</td>
<td>11.2%</td>
<td>6.5%</td>
<td>9.2%</td>
</tr>
</tbody>
</table>

Spain has introduced a 2-year initial vocational education and training (VET) path (Formación profesional básica, FPB) for students aged 15 to 17 who have completed third grade of secondary education but have difficulties in the regular academic path. FPB is a 2-year compulsory programme leading to a VET certificate (level 1 in the national catalogue of professional qualifications). Students can also pass an external exam to obtain the secondary education certificate (ESO).
Regarding the situation in Italy, which is among the worst in Europe, the Commission has identified the cutting of public funding in education as the most responsible factor.

Underfunding has a negative impact on the higher education system. At only 0.3% of GDP and 0.7% of total general government expenditure, general government expenditure on higher education was the lowest in the EU in 2014. Higher education suffered the largest funding cuts in percentage terms among all areas of Italy’s public sector during the economic crisis (Figure 3). In 2015 and 2016 the government kept public funding broadly at the same level as in 2014 in nominal terms (ANVUR 2016).
Funding cuts to higher education coincided with a partial freeze on recruitment. This has increased the time required to enter academia, resulting in an increase in the average age of academics. This has resulted in the following situation.

- The number of teaching staff decreased by 12% between 2008 and 2015 (ANVUR 2016).
- The average age of permanent teaching staff is 53 (ANVUR 2016) and around 17% of 2013 staff (i.e. almost 9 300 people) could retire between 2014 and 2018 (ANVUR 2014).

5. CONCLUSION

The right to education, as affirmed, ratified and protected, requires the organic support of the State’s bureaucratic and economic apparatuses. From the comparison, it appears that Italy is facing a condition that is highly burdensome within the European context.

The system for the protection of the right to education is based on: state funding, regional fees paid by students and the contributions of the territory. According to art. 34 of the Italian Constitution: “The capable and deserving, even if lacking the financial means, have the right to attain the highest levels of education”. The lack of resources, however, has undermined the claims of the founding fathers, placing Italy in last place also with regard to the allocation of scholarships related to income and merit, only 10% compared to the average 75% to 90% of eligible claimants in the Nordic countries. With only around 20%, Spain does not occupy a
much better position in this sector either. In any case, the significant fact here is that Spain has increased its percentage, while Italy’s percentage has gone down, as shown by the relative arc time graph 2006 ÷ 2013, elaborated by the National Council of University Students.18

Therefore, it is evident that within a European scenario in deep crisis that needs to be improved, it is absolutely necessary for Italy to implement an effective investment policy on the right to education, as the only means to break down social inequalities and restart its economy. The right to education has essentially been violated by the almost total lack of public investment, which often forces people to determine their education according to their own personal ability to pay.

“Education is the best provision for old age”, is a phrase attributed to Aristotle19 (Aristotle, 2007), which effectively puts emphasis on the importance of considering the cultural education of citizens as a fundamental priority to the economy and development of a country, the best investment for its growth and the key to stability.

6. BIBLIOGRAPHIC REFERENCES


19 Aristotele, Politics.
1. VIRTUAL REALITY: TERMINOLOGICAL CLARIFICATION

Virtual Reality is a computer system that basically generates a simulation and computerized representation of reality (Auld, 1995; Casey, 1994 and Nugent, 1991). That is to say, virtual reality is characterized by its immersive nature as the technology that enables the user, through the use of an RV viewfinder, to immerse themselves in three-dimensional scenarios in the first person and in 360 degrees (Moreno and Ramírez, 2016; Moreno et al., 2016b, Moreno et al., 2016c).

According to Vera, Ortega and Burgos (2003) among the needs, conditions or requirements that must be met by a virtual reality installation to be able to recognize it as such, the following stand out:

- Simulation: Ability to represent a system with sufficient similarity to reality, to convince the user that it constitutes a situation parallel to that one. This environment will be governed by a set of rules, not necessarily the same as in the real world.
- Interaction: Having the control of the system created so that the actions of the user produce changes in the artificial world. To achieve this
interaction there are various man-machine interfaces, ranging from the simplest such as keyboard and mouse to more advanced ones such as gloves or sensory suits.

- Perception: It is the most important factor of all. Currently Virtual Reality systems are mainly directed to the senses (sight, hearing, touch) through external elements (lenses and display helmets or HMD, gloves of data, etc.).

### 2. SCENARIO OF THE EDUCATIONAL INNOVATION EXPERIENCE

The present study describes an educational innovation experience in the university environment oriented towards training for knowledge, the development of positive attitudes towards the didactic potential of ICTs and the acquisition of skills for the didactic use of tools of augmented reality and virtual reality. To promote amplified, mixed, virtual and parallel learning environments in penitentiary centers in formal and non-formal education to address programs and measures for the re-education and social reintegration of inmates established at constitutional level in article 25.2. According to the General Secretariat of Penitentiary Institutions of the Ministry of the Interior. This experience was developed with a total of 97 students, 71 students of group A of the morning shift and 26 students of group B of the afternoon shift in the Faculty of Law of the University of Málaga during the academic year 2016-2017.

### 3. AUGMENTED REALITY AND VIRTUAL REALITY TOOLS USED DURING THE INNOVATIVE EXPERIENCE

#### 3.1 Applications and videos in 360 degrees for learning experiences with virtual reality

Next, criminology students are presented with a set of mobile applications and YouTube videos developed for the visualization of virtual reality environments using HMD viewing lenses or helmets through mobile devices with Android and IOS operating systems. This technology offers them an immersive experience and simulation of reality by performing a 360 degree journey, and this is transferred to the penitentiary area for their with the inmates with the aim of addressing, on the one hand, formal education for the training and knowledge of Didactic content in different subjects and educational stages, and on the other hand, non-formal
education through the dynamics of groups and the establishment of programs and activities of socio-cultural animation.

- **Jurassic Virtual Reality**: Through this application the inmates can become explorers and in a jungle to see up close dinosaurs like tyrannosaurus rex and velociraptor. Example of virtual reality scenario divided in two for visualization with virtual reality glasses (Figure 1).

![Jurassic Virtual Reality](image1.png)

*Figure 1. Virtual reality scenario offered by the Jurassic Virtual Reality application.*

- **VR Forest Animals Adventure**: this mobile application allows us to meet in the first person a great variety of animals of the jungle. Figure 2 shows the virtual reality scenario that this application offers us for visualization with RV goggles.

![VR Forest Animals Adventure](image2.png)

*Figure 2. Sample virtual reality scenario for the knowledge of jungle animals.*
- **Aquarium VR; VR Ocean Aquarium 3D**: with these applications making use of glasses of RV (Virtual Reality) we can immerse the students in the bottom of the sea to know different marine species (characteristics and behavior). Examples of virtual aquarium (Figures 3 and 4).

![Figure 3. RV scenario offered by the Aquarium VR application.](image)

![Figure 4. Visualization of the virtual environment offered by the VR Ocean Aquarium 3D application with virtual reality glasses.](image)

- **VR Planetarium**: application of RV for the knowledge of the planets. Example of virtual planetarium (Figure 5).

![Figure 5. Example of virtual reality scenario offered by the VR Planetarium application.](image)

- **Anatomy or 3D Human Anatomy**: through this application the student can make a virtual trip to the interior of the body to study organs, devices and systems of the human body. Examples of RV scenarios (Figures 6 and 7).
The Brain AR: is an application for the study of the circulatory, muscular and skeletal system of the upper part through the technology of augmented reality, which consists of inserting a three-dimensional model of the object of study in the real context offering us a mixed learning environment as shown in Figure 8. And on the other hand, this application also uses virtual reality technology, as we can see in figure 9.

- InCell and InMind: are mobile virtual reality applications of the same developer that incorporate a ludic character to the learning scenarios through gamification. These tools allow us to offer our students immersion scenarios inside a cell to avoid the virus attack and inside the human brain to repair the damage of certain brain structures. Figures 10 and 11 show such virtual reality scenarios.
- **Cardboard camera**: Google's mobile application that allows us to take virtual reality photos with the camera of our mobile device for later viewing with virtual reality glasses. Figures 12 and 13 show the application interface and virtual environment visualization.

  ![Cardboard Camera](image)

  **Figura 10. Sample of the inside of a cell. Figure 11. Sample of the interior of the human brain.**

  **Figuras 12. Repositorio de fotografías compartidas o propias preparadas para su visualización con gafas de realidad virtual. Figura 13. Muestra de escenario virtual para su visualización con gafas de realidad virtual.**

- **Cooltour**: is an application that offers immersion experiences capable of transferring students to the most significant places of artistic and cultural heritage in Italy. Next, in figures 14 and 15 we can see the different places that we can visualize with virtual reality technology for its description.

  ![Cooltour](image)
Figure 14. Menu of places in Italy. Figure 15. Visualization in virtual reality of the Roman Coliseum.

- **Site in VR**: it is an application in the same line as the previous one to present to the intern different places of the world geography in 360 degrees and in the first person.

- **Street View**: this geo-location application from Google incorporates the option of displaying streets, monuments, museums, archeological sites, etc. from all the countries of the world through virtual reality, making it possible to make a virtual trip with the students to different places making use of virtual reality glasses. Figures 16, 17 and 18 show the application platform with a simple interface to perform a search and an example of virtual environment of the Prado National Museum in Madrid.

Figure 16. Search for the place we want to visit using virtual reality technology. Figure 17. Location of the place on the map and Figure 18. Visualization of the Museo Nacional del Pardo with virtual reality making use of RV glasses.
In addition, the Street View application allows us to create virtual reality content using 360 degree spherical photos that provide 360 degree panoramic views. 19 and 20 show the screen captures with the interface of said application in which a camera option is incorporated for the realization of the spherical photographs and an example of spherical photography performed with a group of students of Criminology already rendered for visualization with glasses of RV.

Figure 19. Street View application interface with the "Camera" option for 360 degree spherical photo creation. Figure 20. Spherical photography prepared for viewing with RV goggles.

- **CoSpaces**: web platform: https://cospaces.io to create virtual reality scenarios with the possibility of inserting all kinds of elements and objects in 3D (people, animals, buildings, urban furniture, vegetation, objects, landscapes, etc). Figures 21 and 22 present the interface of creation of the virtual reality environment and said environment prepared for its visualization using the mobile application CoSpaces and the glasses of virtual reality. These scenarios can be inserted and shared in web pages, blog, social networks through html language, url and bidi / qr code as shown in figure 23.
Figure 21. CoSpaces tool interface for creating virtual reality scenarios with all its elements. The following link shows an example: https://cospac.es/8SUZ Figure 22. Sample virtual reality scenario prepared for viewing with RV glasses.

Figure 23. Panel sample with the different ways to share the virtual reality scenario created through the URL, the html code and the bidi / Qr code.

Youtube videos prepared to offer virtual reality experiences using virtual reality glasses.

On YouTube we can find many videos designed for viewing with virtual reality glasses. These videos are recorded with cameras in 360 degrees and incorporate a cardboard glasses icon on the bottom right. After pressing this icon, the video is divided into two, we place the mobile in a horizontal position, we insert it into the RV glasses and can go then into the virtual reality scenario. Here are some examples of such videos in RV:

- Virtual tour of the solar system: https://www.youtube.com/watch?v=G8RWkposEX8&feature=youtu.be
4. MODELS OF VIRTUAL REALITY GLASSES USED DURING THE EXPERIENCE.

In this section we will show different models of RV goggles ordered from the cheapest ones based on the DIY (Do it yourself) philosophy whose construction material is carton to the most advanced and sophisticated. Figures 24 and 25 show the following models:

![Cardboard goggles](https://via.placeholder.com/150)

**Figure 24. Cardboard goggles. Figure 25. VR Box Spectacles.**
5. CONCLUSIONS

After the development of this experience we have been able to verify how the training sessions carried out in the two groups have contributed to the knowledge, development of positive attitudes towards the didactic potential of technology based on virtual reality from an educational point of view. Thus, the virtual reality transferred to the field of formal and non-formal education in prisons allows us to incorporate into the real context an additional virtual scenario generated through mobile devices and glasses of virtual reality with the objective of complementing, reinforcing, Amplify and enrich learning. In this way, we increase the possibilities of learning, understanding and analysis of those elements, places or objects that are inaccessible in the real context due to equipment costs or maintenance, or for a reason of space or privacy of freedom in the case of prisoners in prisons. On the other hand, through these technologies, the interns not only acquire the didactic contents of different subjects in the formal education field, but also enhance the development of their creativity, their artistic capacity and their interest to investigate and explore to build their knowledge, given the great motivating nature of these tools. On the other hand, in the field of non-formal education, values are promoted based on respect, coexistence, commitment and knowledge of historical, cultural and artistic heritage. Therefore, we believe that applications based on augmented reality and virtual reality in the field of training of future professionals of education favor learning by discovery, improve the information available to students by offering the possibility of visiting historical sites, know characters and works of the past and study objects very difficult to achieve in reality. Moreno et al., 2016a, Moreno et al., Moreno et al., Moreno et al., 2016c).

Likewise, in these training sessions with the students of criminology, a reflective, interpretive and comprehensive thinking about one’s own practice about the potentialities and benefits of virtual reality has been made possible, and the reality favors learning, enhancing ethical and moral values and developing the self-esteem and emotional intelligence of prisoners in prisons.

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1. A CONCEPTUAL VIEW OF MOOCS.

MOOC technology has come on the scene in our day like an authentic tidal wave, sweeping over everything and transforming it, leading many people and institutions to look on it as technology that will transform education in the relatively near future (Vázquez-Cano, López-Meneses & Barroso, 2015).

The Information and Communication Society of recent years is characterized by an educational effort based on technology-mediated activities, courses and proposals for teaching and learning (Castaño-Muñoz, Duart & Teresa, 2015; Estévez, & García 2015; Roig-Vila, Mondéjar & Lorenzo-Lledó, 2016). Standing out from this technological backdrop are the MOOcs, or Massive Open Online Courses (Rheingold, 2013). In other words, they are defined clearly by their open nature; they place information, and the relationship between the different educational players, on Internet (“online”); and the size of the educational community involved in one of these courses can
easily surpass thousands of people (“massive”). MOOCs replace (some would say surpass) the hierarchical relationship between teacher and student, such that the learning process is shared (hence, references in the MOOC literature to the idea of “distributed responsibility” for learning), and students also become generators of content and connections between different aspects of the course. In this line, Vázquez-Cano (2013) indicates that new university training scenarios are oriented toward a new model of massive, open learning, free of charge, using a video simulation-based methodology and the collaborative work of the student. MOOCs have captured interest worldwide, thanks to their enormous potential for delivering free, quality training, accessible to anyone regardless of their country of residence or their prior education, with no enrollment fee required (Liyanagunawardena et al., 2013).

Some of the fundamental features of MOOCs have been outlined (McAuley, Stewart, Siemens & Cormier, 2010): free access to an unlimited number of participants, no certification for outside participants, audiovisual-based instructional design with support from written text, methodology involving student collaboration and participation with minimal intervention from the teacher.

In addition to being free of charge, Castaño and Cabero (2013) characterize the Massive Open Online Course as follows:

- An educational resource that has similarities to a class, with a classroom.
- There are start and end dates.
- Assessment mechanisms are included.
- It is online.

Currently, MOOCs are classes that are delivered through technological platforms and make a teaching-learning process available to thousands of users (Ramírez-Fernández, 2014).

Aguaded and Medina (2015) summarize the MOOC movement as an innovation process in the sphere of open knowledge education, guided by principles of mass dissemination and free content, and mediated by online application models that are interactive and collaborative.

MOOCs are a relatively recent phenomenon (Graham & Fredenberg, 2015). The term “MOOC” was introduced in Canada in 2008 by Dave Cormier, who coined the acronym in order to design an online course to be carried out by George Siemens and Stephen Downes. The course was titled “Connectivism and Connective
Knowledge”, and was completed by 25 students who paid their tuition and obtained a diploma, but it was also followed free of charge and without certification by 2300 students and the general public over Internet (Downes, 2012; Daniel, 2012). After this experience, the second successful attempt to export this idea took place in summer 2011, when the University of Stanford offered an Artificial Intelligence course online; a total of 58,000 students enrolled. One of the people involved in the project was Sebastian Thrun, who later founded the MOOC platform “Udacity” (https://www.udacity.com) to provide support to universities for the development of open learning (Meyer, 2012). MITx was initially created by Massachusetts Institute of Technology in order to design this type of course, but it has evolved into a joint platform with Harvard University and UC Berkeley under the name of Edx (https://www.edx.org). Notwithstanding, the most-used platform for development of these initiatives is Coursera (https://www.coursera.org), fast becoming the flagship of MOOC instructional design (Lewin, 2012; DeSantis, 2012). This evolution is described in Figure 1 below.

![Timeline of the birth of MOOCs and of open training](https://www.edsurge.com/images/2015-03/figure-1.png)

**Figure 1. Timeline of the birth of MOOCs and of open training. (Source: White Paper on “MOOC and Open Education: Implications for Higher Education).**

The New York Times labeled 2012 “The Year of the MOOC”, publishing an article that highlighted the spread of MOOCs as a tidal wave that would sweep over traditional universities (Figure 2) (Pappano, 2012).
The Horizon report, produced by the New Media Consortium and Educause, offers a prospective study of the use of technologies and educational trends in different countries. The ninth issue (Johnson et al., 2013) especially draws attention to the impact of MOOCs on the present educational panorama. Similarly, the Ibero-American edition regarding Higher Education, a joint initiative from the UOC’s "eLearn Center" and the New Media Consortium, indicates that massive open courses will become a part of our institutions of Higher Education in a matter of four to five years (Durall et al., 2012).

According to Gértrudix, Rajas and Álvarez (2017), MOOCs are being widely addressed in the academic literature, from bibliometric analyses that measure to what extent the concept is represented in the scientific literature, and therefore, its interest as an object of study (López-Meneses, Vázquez & Román, 2015; Zancanaro & Domingues, 2017), to the institutional policies that foster MOOCs in the academic context (Hollands & Tirthali, 2014), how they represent a disruptive innovation for the educational system (Zancano & Domingues, 2017), an examination of their pedagogical quality (Vila, Andrés & Guerrero, 2014; Aguaded & Medina-Salguero, 2015), and more.

Different authors consider that this new format actively promotes self-organization, connectivity, diversity and decentralized control in teaching-learning processes (Dewaard, et al., 2011; Baggaley, 2011; Vázquez & Sevillano, 2013).
So it is that many researchers look on MOOCs as a tidal wave that is beginning to affect the traditional structure of university and educational organization (Boxall, 2012; Weissmann, 2012), and whose development on the very near horizon is exciting, unsettling and completely unpredictable (Lewin, 2012).

The repercussions of the MOOC movement are significant, not only in the world of training and academics, but also its appearance in blogs, in the news and in reports that have been produced in recent years. The Google search engine confirms this with over 9.6 million finds, and a sudden upsweeping curve, as seen in Figure 3.

![Figure 3. Finds on MOOC, using the Google search engine.](image)

The universe of MOOCs is the object of didactic and educational reflection from different authors (Daniel, 2012; Zapata-Ros, 2013; Ramírez-Fernández, Salmerón & López-Menéndez, 2015). Systematic studies have in turn been carried out on MOOC-related research from 2008 to 2013 (Liyanagunawardena et al., 2013; Castaño, 2013; Karsenti, 2013). There are also studies (2013-14 biennium) that offer evidence of a rising trend in the volume of publications and attention from journal articles, and to a lesser degree, in conference presentations. The topic areas that have most often been addressed in research refer to evaluating the pedagogical strategies and especially the motivation and involvement of students (Sangrà et al., 2015). An exponential rise is also seen in the number of research studies and universities that are taking part in this socio-technological phenomenon (Vázquez-Cano, López-Menéndez & Barroso, 2015). We would also
note the studies by López-Meneses, Vázquez-Cano and Román (2015) regarding bibliometrics from 2010 to 2013, where the universities and countries that show the greatest scientific impact are the United States, Australia, Canada, United Kingdom and Spain. Elsewhere, the bibliometric study by Aguaded, Vázquez-Cano and López-Meneses (2016) is also worthy of note. A study of the impact of the MOOC movement on the Spanish scientific community, MOOCs still appear with a low presence in Spanish scientific production in book and article format in prestigious international databases (Wos-SSCI/Scopus), although the national impact according to the ANEP/FECYT categorization and In-Recs was moderately high. And recently, bibliometric research has been published by Mengual Andrés, Vázquez-Cano and López-Meneses (2017), analyzing scientific productivity concerning the MOOC phenomenon based on an analysis of 752 publications indexed in the SCOPUS database from 2012-2016. This evidence reveals substantial scientific production and establishes the MOOC phenomenon as an area of research, coming into its own in 2012. The MOOC topic is thus patently relevant, in confrontation to researchers who are asserting a post-MOOC era. Finally, the Social Sciences fields, in particular, as well as Computational Sciences, are most active in research and the furthering of knowledge regarding MOOCs, having produced 31.2% of the total scientific production concerning this phenomenon in 2015, plus some 20% in 2014.

At present, this movement in Spain has had a profound impact, quite possibly more so than in the rest of Europe. For example, the Polytechnic University of Valencia and the National Distance Education University (UNED) have developed their own platform, and at the same time, are also present in additional platforms; most universities, however, offer their courses mainly on the Miriadax platform. According to the European Commission, Spain leads in the number of MOOC offerings in Europe, with 493 courses (Figure 4), as well as in their distribution across disciplines (Figure 5).
Figure 4. MOOC offerings in Europe (2015). Source: Open Education Europa
http://openeducationeuropa.eu/en/european_scoreboard_moocs

Figure 5. MOOC distribution in Europe by subject matter (2016). Source: Open Education Europa
http://openeducationeuropa.eu/en/european_scoreboard_moocs
Surprisingly, in a very short time, Spain has joined the leading countries that are generating the most activity in these massive, open, online courses (Oliver et al., 2014).

In this socio-educational revolution, Spain is adopting a significant role in Europe and worldwide. In fact, Spain was the leading European country in MOOC offerings for 2013, with over a hundred courses offered. Similarly, the demand for these courses positions Spain among the top five countries in number of students using this educational modality, surpassed only by the US, United Kingdom, Canada and Brazil (Aguaded, Vázquez-Cano & López-Meneses, 2016). Finally, as several authors indicate (López-Meneses, Vázquez-Cano & Román, 2015), the number of scientific articles in relation to this topic, worldwide, is on the rise since 2013.

As we discussed in Vázquez-Cano, López-Meneses, Méndez, Suárez, Martín-Padilla et al. (2013), these massive open online courses may be new fertile ground for cognitive reflection and recreation, new habitats for communication and innovation in the online ecosystems of universities, and the seed that bears new massive learning scenarios.

Ultimately, the philosophy of this training modality can mean a democratization of higher education (Finkle & Masters, 2014; Dillahunt, Wang & Teasley, 2015). Despite their growing popularity and prominence, the most promising value of MOOCs is not what they are, but what they may come to be -- that is, positive derivatives that are beginning to emerge, from the flexible, open learning that they advocate for (Yuan & Powell, 2013).

### 2. GENERAL TYPOLOGY OF MOOCS.

The most generalized breakdown of MOOCs are the xMOOCs and the cMOOCs (Downes, 2012; Siemens, 2012; Karsetin, 2013).

xMOOCs tend to be traditional, university-level e-learning courses that are adapted to the characteristics of MOOC platforms, while cMOOCs follow George Siemens’s and Stephen Downes’s guidelines of connectivist learning (Figure 6).
These two main classes of MOOC differ in the types of competencies that are fostered in participants; different types of competencies and abilities are developed. Moya (2013) has attempted to establish differences between the two types of designs, referencing the four pillars of learning that are noted in the Delors Report (1996): learning to know, learning to do, learning to be and learning to live together. Table 1 offers the author’s view of what significance the different MOOC design types give to each of the four pillars.

<table>
<thead>
<tr>
<th>Pillars of Learning</th>
<th>xMOOC</th>
<th>cMOOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning to know</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ Learning focused on the information transmitted by the teacher.</td>
<td>▪ Learning based on sharing knowledge with others.</td>
</tr>
<tr>
<td></td>
<td>▪ Linear, guided learning</td>
<td>▪ Active, participative learning.</td>
</tr>
<tr>
<td>Learning to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>▪ The proposed tasks have more to do with an evaluation, based on one’s self-assessment, of whether the content</td>
<td>▪ Tasks depend on the participant’s involvement and his/her relationship to the others.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>▪ This type of learning is more active, stressing</td>
</tr>
</tbody>
</table>
The fundamental distinctions between the two MOOC models can be observed in Table 2 below.

<table>
<thead>
<tr>
<th>cMOOC</th>
<th>xMOOC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Networked Learning.</td>
<td>Traditional focus.</td>
</tr>
<tr>
<td>Not linear, chaotic.</td>
<td>Linear.</td>
</tr>
<tr>
<td>Distributed knowledge.</td>
<td>Common content.</td>
</tr>
<tr>
<td>Scalable network.</td>
<td>Not scalable.</td>
</tr>
</tbody>
</table>

Table 2. cMOOC vs xMOOC (Vázquez-Cano; López-Meneses & Barroso, 2015).

Along with Bartolomé and Steffens (2015), we agree that cMOOCs have greater potential than xMOOCs for the promotion of learning and self-regulation, given that they prescribe a greater degree of interactivity with learning objects, with
peers and with teachers. Similarly, cMOOCs are virtual learning environments where participants are active in acquiring, sharing and creating knowledge, while xMOOCs focus only on serving knowledge.

For the time being, the movement has shown preference for xMOOCs, which represent more of a capsulized training model than a call for participation, collaboration and competency-based learning. The movement must also overcome a number of difficulties if it is to be sustainable over time, most notably: instructional design, monetization (economic viability), certification of studies offered, training follow-up, authentication of students, the movement’s “Americanization”, and a competency-based approach to development. Otherwise, this type of training runs the risk of becoming another “McDonald’s” type business, saturated with Americanized training and culture. The movement must go beyond a capsulized instructional model of “impoverished e-learning” and move toward more collaborative and competency-based models, taking into account the cultural and linguistic diversity of different regions and sociocultural contexts (Vázquez-Cano, & López-Meneses, 2014).

3. MOOC_CONCLUSION.

The evolution of distance education and technological advances constitute an important opportunity to increase access to education and to contribute toward meeting international educational commitments. The educational effort of recent years is characterized by activities, courses and proposals whose teaching-learning processes are mediated through technology (Castaño-Muñoz, Duart & Teresa, 2015; Estévez, & García 2015; Roig-Vila, Mondéjar & Lorenzo-Lledó, 2016; Colorado, Marín-Díaz, & Zavala, 2016).

In this social-technical sphere, massive open online courses (MOOCs) are making inroads in the different contexts of Education and Training, with no end in sight (Cormier & Siemens, 2010; Siemens, 2012; Downes, 2012, 2013; Yuan & Powell, 2013; Dillenbourg, et al., 2014). At the close of the 21st century’s first decade, the arrival of MOOCs has outlined a new educational panorama, posing new challenges to teaching and learning, mainly due to their characteristics as massive, ubiquitous and free of charge. This phenomenon, first emerging in the United States, is in turn awakening great interest among academics and responsible politicians in Europe (Sancho-Vinuesa et al., 2015). Martínez-Abad et al. (2014) analyze the impact of the word MOOC, as compared to e-Learning, based on an
analysis of scientific databases. The study showed that, in the scientific sphere, MOOCs are in their prime, with a substantial increase in the number of publications. Until now, however, publications have been more informational than academic, due to the short time that this phenomenon has been under way.

Looking further, the philosophy of these courses has allowed them to spread throughout the world: their cost, the number of students admitted, and their suitability to new social needs in education constitutes a clear example of disruption (Conole, 2013; Vázquez-Cano, López & Sarasola, 2013). MOOCs have been considered the latest evolution of networked learning (Castaño et al., 2015), and have captured interest worldwide, thanks to their enormous potential for delivering free training, offered by prestigious universities and accessible to anyone regardless of their country of residence or their prior education, with no enrollment fee (LChristensen et al, 2013; Radford et al., 2014; Aguaded, Vázquez-Cano & López-Meneses, 2016).

Finally, one may consider that these new massive teaching paths constitute a new social-technical trend, especially well-suited to the panorama of Higher Education, to stimulate university-level innovation, or perhaps simply to build a new business model for universities and institutions without demonstrated quality (Zapata, 2013; Vázquez-Cano, López & Sarasola, 2013). Ultimately, MOOCs may be new training scenarios for the global spread of knowledge and for ongoing development within the university community.

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1. EDUCATING TO EDUCATE ONESELF

When speaking of education, referring to processes, strategies, places and methodologies linked to the educational development, it becomes practically impossible not to recall concepts such as emancipation, change, transformation, freedom or responsibility, so what happens when we refer to the educational development that is realized in a special context such as the one of prison? Can such principles still have the same value they have been given in contexts that are traditionally (we could hazard normally) bound to education?

Analyzing the subject from the point of view of our Constitution (Article 27 reads as follows: Punishment cannot consist in treatment contrary to human dignity and must aim at rehabilitating the convict.) and Penitentiary System, the first emerging element, regards the great attention that the legislator pays to the group of reeducational developments which, as can be seen in Article 1 and 13 of the Penitentiary System, must strictly keep to the person in its integrity, humanity and dignity (Art.1 Treatment and reeducation. The prison treatment must be conform to humanity and must respect the dignity of the person. The treatment is based on absolute impartiality, without discriminations as for nationality, race and social and economic conditions, political opinions and religious beliefs. In the institutes order and discipline must be kept. It is not possible to adopt restrictions that cannot be justified with the aforementioned necessities or, towards the accused, not indispensable for judicial aims. The detainees and inmates are called or indicated with their names. The treatment of the accused must strictly refer to the principle that they are not considered guilty until final judgment. The convicts and the detainees will undergo a re educational treatment which must be oriented to social reintegration of the subject, also through contact with the outside world. The treatment is realized through an individualizing criteria referring to the specific conditions of the subjects.)
Art. 13. Individualization of treatment. The penitentiary treatment has to satisfy the particular needs of everyone’s personality. The convict and detainees undergo a scientific observation of personality to observe the physiological and psychic and other causes of social maladjustment.

The other aspect, which must be highlighted among others has to do with the importance given to the individualization of the interventions and the dialogue with the outside world (Art. 17. Participation of external community to the re educational action. The aim of social re-integration of the convicts and internees must be pursued also organizing and soliciting the participation of privates and institutions or public and private associations to the re educational action. All those who have a real interest in the action of re-socialization of the detainees and show of being able to promote the development of the contacts between prison community and free society are admitted in penitentiary institutions with the authorization of the surveillance judge and under his direction, with the favorable opinion of the director. The people indicated in the aforementioned subparagraph operate under the control of the director.

Art. 19. Education. In the penitentiary institutes professional and cultural education is handled through the organization of compulsory schooling and job training courses, according to the current laws and with the help of methods that are suitable for the subjects conditions. A particular attention is given to the cultural and professional education of the detainees with less than 25 years. With the procedures provided for school orders, secondary school courses can be established in penitentiary institutes. It is encouraged the attendance of academic and equivalent courses and it is favored the attendance to school classes for correspondence, radio and television. It is encouraged the access to publications that are in the library, with full freedom of choice, in order to enable a future social re-integration in the wider civil community.

These two elements are no doubt qualifying aspects in any educational path, but they acquire an even greater value when we refer to special subjects and places. When speaking of “individualization of intervention” we refer to subjects in their peculiar characteristics in order to allow them taking a path that is really educative.

Structuring educational paths starting from specific needs and peculiarities of the subjects means that education does not only have to be conceived in the sense of the Latin term edùcere, that is to extract but also to the term educate, in the sense of taking care of, cultivate, make grow, so the educational action can be set
in the inextricable link between taking care of oneself and the others, and making sure that the other learns to take care of him/herself, as L. Mortari underlines «in the light of the assumption of the main importance of taking care of oneself, it can be stated that educating means offering the other those experiences that are substantial in any aspect (cognitive, affective, ethical, esthetical, political...) of the person, experiences that will put the subject in the conditions of being able to be in charge of their own education; so the final sense of educating consists in enabling the other to acquire those abilities and develop those dispositions that are necessary to activate the process of self education, which consists of being able to be in charge of giving form to one’s way to be there» (Mortari, 2009, p.4)

We are not referring to a simple practice to be understood or taught because it is not about simple contents or concepts passing from who already knows them (the educator, teacher, etc.) to who still does not master them, but it is something that is built starting from the needs and experiences of every subject. To make the educational path really transformative it is necessary that it primarily sprouts a self educating path: only starting from oneself it will be possible to come to realize oneself as people that are capable of making significative changes for the overall social context of reference. So a fundamental task for those who deal with education is that of supporting, guiding these subjects through paths that are based on reflection, because only developing that critical knowledge that will allow them to consciously learn to know what surrounds them, they will be able to take new paths and make the changes that are necessary to live responsibly and ethically in the wider social community. However, who is writing is fully conscious of the fact that if all of this is already complex in the contexts of traditional education, it will be more difficult in a context such as the penitentiary one, where as in the case of all the “total institutions” there are ambiguities not always easy to clarify, in particular regarding:

- Freedom/Promotion/Responsibility ↔ Control/Punishment
- Subjectivity ↔ Omologation
- Choice ↔ Imposition
- Education ↔ Punishment
- Socialization ↔ Reclusion
- Opportunity to be ↔ Obligation to be (Milani, Ascenzi, Corsi, 2005, p.191)
In our opinion the possibility to bypass such ambiguities consists in the enhancement of the subjects starting from themselves as self education, building and acknowledgement of their identity, referring to an aspect of man’s education that has for long been neglected.

We refer to affective education, seen as a fundamental competence for the individual and community development.

The first solicitations in following such path, as Bruno Rossi highlights, come from psychoanalysis, even though also the other human sciences consider it necessary to «rethink the chapter on human “educability” also trying to limit the damages produced by partial and reductive interpretations of how personality works and develops, to revise the ideals of man and the idea of education, to elaborate theories and educative challenges evaluating the affective dimension on which finally, the person starts growing, also in order to plan and realize educative processes more and more near to criteria of integrity and of complexity of reality and efficiency» (Rossi 2002. p.4-5)

Are now far the times when it was believed that human education had to be based exclusively on the development of rational and cognitive capabilities, all the path of development of western thought has been characterized by the efforts and will to keep the cognitive and rational sphere separated from that of feelings; while the current tendencies of all disciplines that deal with man, from psychology, to pedagogy, sociology, anthropology and so on, including the neurosciences underline the importance of emotions and affectivity as self-sustaining framework for an adequate and complete development of cognitive processes, and on the need to not separate the heart from the mind to guarantee durable and efficient learning and to assure a complete development of the individual-subject-person. On closer inspection, in fact, «the humanizing energy of education through affectivity and towards affectivity has to be individuated most of all in its intentionality and capability to build the feeling of one’s ego meant as organ which regulates psychic life as well as generating and expanding strenght, the feeling of “you”, meant as welcoming and enhancement of alterity for the essentiality that it has in human existence, the feeling of life, meant as value to safeguard and promote in its different forms. That is why affective education appears as a peculiar educational action, that can offer real help to defeat the existential malaise, to give new and greater meaning to life, to enhance the quality of life, so, and is able to offer effective enthusiasm possibilities and tend towards happiness and to reach real satisfaction [...] In such
a way educating affectivity means helping the person to become author of social and cultural rebirth, of historical and civil renewal» (Ibidem pp.35-36).

The two spheres of thought, the one linked to rationality and the one linked to feelings do not have to be kept separated, but must be conceived in a relationship of dynamic influence, because otherwise the risk would be that of falling again into an unilateral vision, while, and that is what we want to underline here, we need to always tend to the realization of an overall, complete and complex education of the person-subject- who lives and acts, forms and transforms in a conscious and responsible manner thanks to the development of a “rational affectivity”.

Luigina Mortari warns, «living the affective dimension consciously helps living more vividly and, can positively resolve those energies which would be used to keep feelings at bay, and it also reduces the risk of impulsive behavior, because impulsive reactions are also the consequences of a lack of education to self reflection» (Mortari, 2009, p. 84).

The role assumed by emotions and feelings when speaking of education is of fundamental importance, both from the point of view of who puts in act educational actions, and from that of the subjects who receive education. Being fully conscious of one’s affective identity, of the personal relational styles, for those who educate means taking care of the other and guiding them authentically in their growth’s paths; for those who receive such education means feeling that they are understood, appreciated and fully welcomed in their value of unique person.

Feeling appreciated and accepted for what we are, is surely the main prerequisite for the acquisition of that inner security from which starting to open up to a path of growth and self determination.

2. THE EDUCATIVE RELATIONSHIP AND THE PRACTICE OF TAKING CARE.

«If living means coexisting, then the dialogue with others is essential to discover the art of existing. And specifically rich with respect to the process of self education is the dialogue that takes place in an educative relationship. If in the context of an ordinary relationship, relating authentically to the other means that the other is never deprived of the possibility to assume responsibility of his existence, specifically in the educational relation, the sense of education consists
of soliciting the others to assume responsibility to realize a process of self education. In other words: the orientation of education consists of making sure that the other learns to take care of him or herself» (Mortari, 2009, p. 5).

In the educational relationship, are not exclusively involved didactic contents but it is involved the whole self, so, as Edda Ducci highlights: «the person who communicates has to undergo the laws of self, but of a self meant as a relationship so that these laws regard his or her inner dynamics when dealing with the other, the fundamental availability to mutuality is opening to the possibility to “infect” but, at the same time being willing to have the attitude of welcoming such “infection” » (Ducci 1974, pp.85-87).

The efficiency of such “infection”, provided that there is a good balance between proximity and distance lies in letting the other have those instruments that are necessary to reach a full transformation of their “selves” and not only to acquire merely instrumental or didactic knowledge.

In the process of education men change; and as they change they educate (Sola 2003, p.19), but to do that, man has to be aware of his own abilities to think and so an authentic education has to necessarily start from the inner subjectivity of the person.

Starting from the last decades of the last century, the Italian term formazione referred almost exclusively to job training with the consequent deprivation of meaning that the term had in its originary paideutical essence, underlining more and more only its external characteristics. Orienting education towards the outside, man ends up con-forming, adapting to pre established models elaborated by others. «Conforming innervates on dynamics that are different from those which characterize the concept of educating/ forming-with. This last one, that is one of the dimensions on which authentic education is based, requires the presence of two or more subjects who, together, grow respecting their reciprocal identities and differences. […] Man has the possibility to choose: ignoring his education or, on the contrary, taking care of it. In such radical choice man chooses about his education, his life, and humanity. However, every choice always leads to consequences. Those who deny, neglect and ignore their own education will be subjects prone to alienation and become estranged; differently, those who want to cultivate it will soon realize that educating also implies interpreting oneself» (Sola 2003, p.20-21).
In such path the autobiographic and narrative praxis assumes an educative value that is relevant since it is not just about deconstructing and reconstructing the illusory linearity of the events which marked our existence, but also involves interpreting and reconnecting them, in order to give sense and new directions to one’s life path, in the context of a conscious and aware planning. However, it does not have to be thought that all this may happen in a close individualism, because the narration would end up acquiring the shape of a mere narcissistic and solipsistic exercise, while the more authentic meaning of our lives’ paths is to be traceable only when considering the other, the others with whom we regularly relate, by confronting, meeting halfway and why not, also arguing.

Nor can we think it is a simple path to take unless conveniently guided by educators who in turn have been adequately educated, in fact, referring to Knowles, Cambi considers: «how can we «educate» (that is to say understanding the needs and dispositions, blocks, internal conflicts, and the structures of other selves; intervening by listening, so not guiding or abandoning, in an open process, difficult and painful; giving instruments so that the subjects may grow and take shape, their shape, which means the shape they may want as theirs), how can we accompany, even though aside, such intricate, contradictory and unstable process, if in turn we have not deconstructed an education (ours), to assume as horizon only the (articulate and variable) path of an (open, differentiated, articulated on loyalty to one’s or their dominants) educative process? How can we «educate» if we do not rethink (critically) our education? And who will help us deconstruct, unless a free investigation of ourselves, an en profondeur auscultation of the processes that have built us?» (Cambi, 2002. p. 32)

In fact all those who are committed in educating as well as those who receive education have to activate all those cognitive, affective and empathic capabilities to fully comprehend the real educational needs of the subjects to whom such education is given, and act with competence and responsibility by structuring efficiently educative relationships. Every story enclosed in a narration is always a narration of one’s educative path, of the personal act of educating, which does not just refer to con-forming but realizes through the practice of educating, forming-with. And it is here that the places of education re conquer their authenticity.
3. THE CORRECTIONAL EDUCATOR AS A KEY FIGURE OF THE RE-EDUCATIONAL PATH.

The correctional educator represents a key figure in the context of pedagogical and treatment activities of the detainees, such importance is also deduced by the text of some law articles (Art. 82 of Penitentiary System, regarding the educator’s duties highlights: The educators take part in group activities for the scientific observation of the personality of detainees and internees and attend the individual or group re educational treatment, coordinating their action with that of all the personnel in charge of the activities regarding reeducation. When allowed, they carry out educative activities also towards the convicted. They also cooperate in the library and through the distribution of books, newspapers and magazines. The educator is committed in three operational contexts: internal services of reeducation, which see him in a direct relationship with the detainee, and has as primary aim that of reeducation of the subjects for their future social reintegration (dialogue, scientific observation of personality, incitement to taking part to initiatives and individual and group activities, planning, promotion, organization of initiatives and activities, support of the relations of the detainees with their families, library services); internal services of coordination, which see the educator in contact with other operators committed in reeducation to operate in multidisciplinary terms, sharing aims and preventing wastes of energies- coordination of new joints service, pedagogical contribution in collegial bodies, organization of the group of observational treatment administrative office, coordination of operators-; interface services, in which the educators proactively mediate between the prison context and outside community as well as external institutions and resources of the area, laying the basis for the reintegration of the detainees. (Frisanco, Bortolotto, 2008. p.22). The aim of this work is that of offering a more specifically pedagogic reflection, beyond technical and operative indications.

«If education is growth, care, educating implies a guide, a sense, a material and formal direction: a guiding subject (or more subjects) is a model. Subjects who help and support are models that are at the same time visible aims and starters of the process. However, education is at the same time collaboration by the guided subjects, it is spontaneous and certain assumption of aims and forms, it is free elaboration (or re-elaboration) of these. Education is articulated between guide (authority) and autonomy (freedom). And between means that it oscillates, integrates and separates, mediates without resolving a radical dualism, that remains constant and necessary» (Cambì, 2000 p. 146)
Such dualism, essential in every educative relationship, becomes more and more important in educational paths realized in a prison context, where authority, in its odegetic function materializes simultaneously as a breaking point and as a motivation towards the responsibly free acquisition of new forms of behavior.

The task of the prison educator is not or should not just be that of teaching how to “follow the rules”: it is not about having to contribute to a simple re-education or to structure a linear educative path but it is something more; and it implies the redeployment of all personal and professional competences in guiding the subject towards the complete development of its being, of its being there, by not assuming attitudes that are judgemental but welcoming and of complete openness, always keeping in mind that a good result in the educative path depends a lot on the type of educational relationship that is established between educators and ‘pupils’. «Every educational experience can configure itself as qualified and qualifying, and so as a valid endeavour of promotion of personality, if between who educates and who is educated exists a humanly meaningful relationship that permits to accredit the intrinsic substantiality and the coessential dignity of the person who receives education, to respect and welcome the needs and fundamental questions, to help building an autonomous personality, able to make ethical decisions and able to make ethical choices and of responsible freedom. The improvement of affective sensitivity of the educated person does not only depend on what the educator does, what he says and, most of all, who he or she is. For those who have educational tasks, it is important to know, and know how to do, how to communicate, and even more relevant, is know how to be. [...]In such perspective a lot of relevance is assumed by the qualities of the educators and their professionalism, humanity, culture, relational style, self awareness, competence and affective responsibility » (Rossi, 2002. pp. 85-87).

In a time in which the educational processes are uncertain and problematic, likewise problematic are pedagogical methods, in a world that is now emptied of foundations and certainties of the past, the subjects must be given the responsibility of building new values and meanings which are no more imposed (as it happened in the past) but interpreted and built according to specific individual and collective needs, of a particular historical social context. «In such perspective, pedagogy manifests a meaningful theoretic as long as it plans education keeping into consideration a specific teleology aimed at transforming the existent, and in such sense aimed at enabling the person to win conditions of subjugation, alienation, and absence of freedom. Such theoretic appoints pedagogy as a discipline that requires action on many fronts: that of analysis and
problematization of social factors that produce marginality, that of inventing strategies aimed at compensating situations of social disease, preventing wastes of resources, of intelligencies, of humanity, at measuring with man’s and social praxis, escaping from a theoretic made of mere analysis, in order to repress man’s contradictions, to express, judge and propose axiological e teleological developments that aim at the legitimation of a new educative praxis» (De Luca, 2004, p. 47)

At this point it becomes clear that education assumes a highly transformative role because strictly connected to processes and relationships that revolve around sociality providing the necessary instruments to combine the satisfaction of personal needs that have to do with the personal sphere, and so with the expansion of the ego, with those of community, aimed at reaching a balance status in a relationship of dialectical synergy. Such path is necessary to prevent prevaricating forms of behavior that undermine the relationship and, with it, not only the individual, but also society. This way education configures itself both as an individual and social problem, since it is indispensable a strong link between the individual and its nearest community, and between this and the “others”, as a web that expands from its centre, or everyone’s centres towards other centres that find a new centre in these bonds. And only if these bonds are strong the structure of society will be upright, and the role of education in such sense will be fundamental.

4. BIBLIOGRAPHIC REFERENCES

European innovations in education: research models and teaching applications
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1. INTRODUCTION

Educational research throughout the twentieth century was too biased in different specialties that have had extremely defined methodologies and favorite models. From classic educational psychology, biology education, philosophy of education, sociology of education, economics of education, history of education, educational theory, etc., to specialties within the scope of teaching approach or new frameworks of educational technology. There have been multiple compartments in which science education has been fragmented with their corresponding research models (Gómez Galán, 2015a).

This situation has reached today. Thus, this is the first problem we have to face: educational research hasn’t been tackled as a whole, from a global perspective, in the pursuit of dialogue among the multiple disciplines that were taking shape in the context of an excessive specialization which, academically, opened the way into the twentieth century, and in so many cases made it impossible to approach educational problems in many different areas.

Educational research as part of research in the social sciences and, overall, science and technology, has always been the subject of extensive discussions (Phillips & Burbules, 2000; Biesta & Burbules; 2003; Anyon, 2008; Johnson & Christensen, 2014; Pring, 2014; Wiersma & Jurs, 2014; Ponce & Pagán, 2015; Mertler, 2015; Gómez Galán & Sirignano, 2016; Chizzotti, 2016; Ponce, Pagán & Gómez Galán, 2016; Vigano, 2016; Ponce, Gómez Galán & Pagán, 2017; Beneito-Montagut, 2017). Wallerstein (2001) held that all concepts and analytical framework derived from research in the social sciences, among which education is, needed a rigorous critical examination so they could really fulfill their potential to adequately describe what society needs. Of course we would add that it goes without saying...
that any research that lacks deep interpretations of the fact analyzed to provide a critical dialogue with all those focusing on the same object could not be defined as such. It would only set out data more or less useful, but it could not be called research.

In the world of education the number of variables is huge. Thus, multidisciplinary studies are needed, of various methodologies, to approach the knowledge of the problems (Gómez Galán, 2005). And not just enough field work, currently focused too often on case studies difficult to apply in different contexts, but the development of theoretical constructs necessary to enable us to not only know what we are doing today in the field of education, but to ask what we should do for progress and social development in the search for a better world, and facing problems holistically. However, it is necessary to reunify the sciences of education in all thematic and methodological dimensions. The new digital society in which we live is creating new problems in education that can only be tackled from a multidisciplinary perspective. The education world is being transformed by the impact of the many changes that are taking place in the social, economic, political and cultural contexts occurred by the rise of information and communication technology (ICT). We must redesign a new education for a new time, and research is essential for this purpose. Therefore we must consider educational research as a reflection of what we want education to become. We have always argued that civilization has been built through education, and only this is what allows us to progress and move forward. From this derives the importance of research in this field of knowledge.

But a probably greater problem is to be faced, hugely increased in recent decades. Precisely the possibilities of managing high volumes of data by ICT led educational researchers, having always been dazzled by the quality of scientific methodologies in the field of experimental sciences, to make their commitment for using complex methods and quantitative techniques, more focused in many cases on the fact that in the essence. The splendor of the statistical calculations generalized the presence of basically quantitative studies, in many cases more prevalent than is indicated, with negligible effect on the advance of what education really is, and irrespective of released anecdotal data, which are more suitable to satisfy a curiosity and / or simply to the attainment of academic achievement. Sometimes research models that are set out and applied in multiple case studies are clearly unnecessary as plenty of samples to reach conclusions are already available. But the theoretical magnificence of scientific rigor – it must be stressed: with professional connotations for researchers rather than real use in its
application – often deserves credit far above what that research is actually providing us with. Even studies that would be fully justified by qualitative methods are transformed into quantitative or, to say the least, mixed, with the deductive process in the service of the method rather than the objectives (Gómez Galán, 2015a).

2. CURRENT CONTEXT OF EDUCATIONAL RESEARCH

Quantitative methodologies, qualitative and mixed methodologies, positivist and naturalists paradigms, experimental and quasi-experimental designs, action-research, statistics, IT developments, etc., are, as Bisquerra (2009) stated, common words in the current language of educational research. Sometimes we are not carried away by fashions, methods that are successful in a particular field and are generalized to a whole category without being accompanied by a sober reflection and on no justifiable basis. And conversely, techniques that were traditionally successful and offered excellent results are vilified, cornered and taken into oblivion (Gómez Galán, 2016).

But there is an even greater problem in all these dynamics, already referred to and in which we must stop as it is scarcely mentioned: the fact that the result of these investigations - regardless of its scope - is restricted to a merely academic and professional realm, without any communication of results - which would involve putting them into practice - to the educational community, teaching professionals, families, students, who are the actual protagonists of what we understand as education. Walker (1985) warned about the serious problems of communication that existed in educational research, and although paradoxically we are in a hyper-connected world, far from being solved they have increased almost to infinity.

In our view there is, no doubt, an explanation for it: the condition of university professional of educational research. Far from having absolute freedom to focus their efforts on the real problems that affect education today – which, as mentioned above are the main problems that surround our society - educational researchers are forced to investigate in order to publish. University professionals are the only ones who are trained to meet educational methodologies and, consequently, are involved in the field of education. But the accountability is towards their institutions, not society, and they do have to be assessed and measured in terms of the theoretical quality of their publications, which are
conditioned by impact factors and rankings of powerful publishing and media trusts, with ramifications in business, economic areas and, no doubt, political ones.

The time when the education professional will also be a researcher is still very far. He who researches in education is a professional, above all, of the research itself. Certainly in Higher Education both dimensions merge, but not on other educational levels, the most important ones for the future of society. Research in Early Childhood Education, Primary or Secondary Education are not performed by educators who daily work and live by them, but for those professionals of university research whose methodologies are conditioned by a final product, the article, which will be subordinated on them by the impact indexed journals.

And no matter the why or what or the target. What matters is how, the research method. For an article on education today will be asked primarily to resemble an article of experimental science, that is, worked out by professional researchers, and for this purpose a methodology as similar as possible will be required. The problem, question or concern that affects our society - what will really transform and improve our world - will remain in the background. Let’s just look globally at the issues of educational articles published in scientific impact journals, and check whether they really provide what today’s education requires. Or, conversely, they are conditioned by bibliometric parameters which oppress and condition the freedom of the researcher, since the article assessors, let there be no mistake, take into account mainly the method. Methodologically perfect articles, but in many cases devoid of meaning and practical implementation. In this context the true professionals of education on each educational level have little chance to investigate. And if they do they will be conditioned by the investigative methods. If they do not use the suitable ones - and in many cases we refer to those methods currently in-style- they won’t obviously ever see their contributions published, however relevant they may be. They will encounter problems to raise and design their research projects (Gómez Galán, 2015a).

3. EDUCATIONAL RESEARCH DEDICATED TO EDUCATION

Thus, training in this area is absolutely necessary for any educational professional (Pring, 2004; Deem & Lucas, 2006; Glasserman & Ramírez, 2015; Gómez Galán & Lacerda, 2012; Cobos, Gómez Galán, & López Meneses, 2016). It is therefore advisable that those who carry out their daily work in that particular level should
address these field studies. It should not be forgotten that those professionals own valuable information on most occasions inaccessible by other research methods: their daily experience. This experience must necessarily be systematized and organized if we really want to achieve the objectives. Stenhouse (1980) was aware of the importance of establishing procedures closer to educational logic—mainly focused on values—than those offered by models of standard objectives of institutions and bureaucracies focused on financial yield and procedures measurable by quantitative parameters. This author also underlined the importance of teachers, schools and educators in general since they are the mainstay of research and responsible for transforming the curriculum (Stenhouse, 1981). Unfortunately today, due to the above circumstances, the situation is even worse than this author already pointed out a few decades ago.

What solutions can we find in this regard? Necessary steps must be taken to transform this reality which in no way is helping to improve education and consequently society. Some of the essential ones will be pointed out: (a) enhancing teacher training, at all levels, in educational research from a scientific perspective obviously, and also making measures towards including these professionals within the multidisciplinary context where education is located.; (b) a major issue is to highlight the importance of methods, stressing their potential to solve educational problems that need to be solved. Also, to achieve goals that may improve education; (c) supporting primary and secondary school teachers who want to innovate and investigate. Help them put into practice the results of their studies and as well as their wide dissemination if they have been successful; and (d) ending the tyranny of bibliometric indicators to assess educational research, which conditions its outcome. Today it is really to know if research is carried out either seeking an educational and social benefit or to achieve different academic and professional goals. It is evident that on many occasions it is unfeasible for both purposes (Gómez Galán, 2015a).

Working with humans involves the study of so many variables that the methods typical of experimental sciences cannot be adopted without any further research. And these are the methods which are mainly present in journals indexed in the databases referred to by institutions and administration. In many cases it may be more useful for improving the teaching-learning, for example, a study based on the life of a teacher and what he did in his professional career -using traditional methods typical of the Humanities and not of the Social Sciences -. As stated above, this may be more helpful than a research, for instance, on the integration of ICT in a particular region using a sample of 4500 people through a
questionnaire of 120 items analyzed by all kinds of parametric and nonparametric tests statistics. In the present context the first study would be difficult to be published and, if so, it would be offered in an environment of very low diffusion. And that teacher might carry out amazing innovations extremely useful for their colleagues. The second study, however, would not have many problems to be published in a journal of high impact but what he might offer would quite probably be something long confirmed and corroborated by dozens of similar studies.

But this is the context in which today, unfortunately, educational research is moving. Nevertheless, there is nothing more typical of research that thinking: a human characteristic and what should mark the basis of research. It should be kept in mind that we investigate to answer new questions. It is necessary to humanize educational research. Inspire to investigate all what is necessary for the purpose. We believe it is time to make educational research more humane, even though we use the most comprehensive statistical methodologies in the service of better education, or to solve serious problems we face or to give answers to what we really need and are compelled by. The target is not to be sought from the method, and in the service of it. Rigor is essential, no doubt, but for something that makes sense. We must not forget that the Sabbath was made for man, not man for the Sabbath. We live in an academic context, in the service of improving education and, consequently, society, in which some tremendously questionable standards – performed many times by people who have never set foot in a classroom – are becoming extremely relevant. We’ll make ours the words of Bertrand Russell (1950) when he said that educators and teachers, above other professionals, are the custodians of civilization. To which we would add something else: they are the builders of civilization. Hence is derived the crucial importance of research in the field of education.

4. CONNECTION BETWEEN EDUCATIONAL RESEARCH AND TEACHING STRATEGIES

Teaching strategies have always been understood as the set of educational decisions a teacher must make to facilitate the personal development of students and, from an educational perspective, this would have an impact especially on teaching-learning processes (McGonigal, 2005; Killen, 2007; Rivero, Gómez Zermeño & Abrego, 2013; Schmeck, 2013; Gómez Galán, 2015b). It is, therefore, an extremely far-reaching, delicate process. Adopting useful and versatile
strategies in education contributes decisively to the quality of learning. Teaching strategies are the culmination of the educational process, which allows us to achieve the objectives and makes the student acquire the skills and abilities needed. All other key elements in education (educational policy, collaboration and involvement of families, teacher training, etc.) could fail if the work in the classroom is not suitable. Even the most innovative teaching methods, and think for example in the current processes of e-learning, in which the teacher becomes a coach rather than a transmitter of contents, didactic dynamics pursuing learning must always be adapted to the needs of student, whose involvement must be fully active; nevertheless, the design, creation and implementation of relevant teaching strategies must be the work of education professionals (regardless of the subsequent participation of students in teaching-learning, which is assuming much more importance nowadays than in traditional models with the new technological means) (Gómez Galán, 2015b).

From the teaching perspective the teacher should be the main driver, counselor, manager and developer of the leading educational dynamics in educational processes. We are dealing with teaching professionals. It is true that, throughout history, high-quality, efficient self-learning processes have been produced. In some circumstances this is not only desirable but also essential. But when we are talking about formal education, integrated in a state-run education system, in a context of highly complex massification conditioned by structural and legislative frameworks, the teacher’s teaching ability is certainly decisive. In this educational level the employment and development of appropriate teaching strategies, especially if they are innovative and original, and ultimately attractive for the student, are crucial to the success and quality of education.

The classroom atmosphere is substantially affected by the use of teaching strategies. Undoubtedly, the students will be the final recipients and beneficiaries (Kintsch & Van Dijk, 1978). When someone has confidence in their teacher, and collaborates enthusiastically in the educational proposals they organize, it is clear that the classroom atmosphere will be excellent. It is true that in regular school dynamics certain automatic strategies can be performed (it has already been referred to) without the presence of control or preplanning. However, this can lead to a certain monotony that might turn to be counterproductive. The teacher must continually innovate and seek the attention of students. Therefore, an intensive tracking of procedures providing any unexpected or inconvenient situation, and always at the service of the interaction, will always allow a didactic and productive use of the time available for each class. In this regard, teaching
strategies that have been successful should be advised and, in the case of innovations, it is essential to take very good account of the results obtained just in case improvements or changes were required.

To classify the teaching strategies we can use the classical proposal by Joyce and Weil (1980), who group them into four models (although they could be extended, depending on the educational context), in relation to their effect on student behavior: (a) Information processing: those seeking conductive observable improvements in a long period of time; They are more effective in the specific operational stage. Well find: training basics, advance organizers, inductive-discovery strategies, etc.; (b) Personal (synectic, non-directive, etc.): Personal-oriented models include strategies towards positive self-concept and inter-group attitude improvement; (c) Social: those related to cooperative behavior, reduction of intergroup tensions, feelings of empathy and antisocial behavior improvement (we can mention democratic learning, role plays, etc.); and (d) Behavioral (reinforcement, self-control, etc.) directly related to learning skills and performance.

5. TEACHING STRATEGIES AND ICT: INTEGRATING RESEARCH IN THE 21ST-CENTURY CLASSROOM

The great irruption of ICT (information and communications technology) in society does not alter the traditional classification. It should be kept in mind that, if used in the classroom as a resource or teaching assistant, they are instruments at the service of teachers and students, seeking an improvement in the process of teaching and learning, but always considering that the human dimension is essential. On the other hand, integrated as an object of study, they would be elements of our society subject to a critical study and analysis. Therefore we speak of content that can be treated perfectly in the field of classical teaching strategies. However, the current situation in which we are engaged in educational contexts makes it very complex to work with appropriate strategies. There are too many barriers that hinder it. Distance from theory to practice is increasingly growing. In this sense, for example, ICT are decisively important. Today children and youth belong to a digital world in which they constantly receive stimuli outside the scope of educational environments, which makes teacher performance highly difficult. Therefore teachers are forced to adapt to this reality but, at the same time, they have to distance themselves from instructional processes. We must not forget that the use of these tools on a social level is
basically for entertainment, after having outdated initial management features. Therefore the professional attitude of teachers should be trying to optimize their benefits and minimize their drawbacks, getting them to be used in teaching strategies at the service of training and educational growth (Gómez Galán, 2015b & 2017).

There is no doubt that today's teachers are being demanded many more challenges than the can assume. And among these challenges they are required by governments to introduce ICT in educational processes (sometimes with a shoehorn). It is assumed that these media will be essential in tomorrow's world (they are already today) but precisely the mistake is not recognizing that the instrumental use by children and young people is at least equal, if not superior, to their teachers. Therefore, from this point of view its integration is unnecessary, quite the opposite as to what an exhaustive analysis would mean as an object of study, examining their presence and significance in our world, in order to create critical attitudes towards their power of influence.

But we insist that the forced integration of ICT in teaching strategies used in the classroom can be extremely dangerous. The actual status of teachers is that, on many occasions, they are immersed in a far from conductive context to achieve goals that require new directions in the dynamics of teaching and learning environment. Of course, in a stressful classroom atmosphere any innovative teaching proposal may fail if the possibilities and limitations are not previously assessed. The mere use of ICT does not guarantee optimal results, and teaching innovations may well come from other initiatives and areas. The experience of the teacher, his intellectual capacity and his mastery of the art of teaching may undoubtedly be much more effective than the mere application of theoretical proposals from contexts outside the daily educational reality, which incidentally is packed with contributions and studies attributing ICT almost magical educational virtues. It is becoming increasingly necessary to distinguish between teacher and educational researcher when, paradoxically, they would have to be synonymous.

6. GENUINE EDUCATION IN THE DIGITAL SOCIETY

Teaching strategies, therefore, not only have to be at the service of the contents but, in parallel, they have to address the challenge of achieving improved personal relationships as well as a favorable environment inside the classroom (Fraser & Walberg, 2005; Urdan & Schoenfelder, 2006; López Meneses & Gómez Galán,
2010; Cohn & Fraser, 2016). They must globally contribute not only to a process of instruction but, above all, the process of education. Undoubtedly, to tackle this goal successfully implies adequate pedagogical training of teachers. Of course we refer to a context not exclusively educational, but also based on the conviction that every educational act in the classroom should imply personal and human growth of students. To educate is the most wonderful of jobs, but it involves putting faith, above all, in work because, regardless of the immediate gratification obtained when it is loved, it is the only profession in which you are not working for the present (as would a lawyer, a doctor or a computer specialist) but for the future since only after one or two generations the teacher, and by extension society, reaps the rewards.

Unfortunately, it is uncommon to see a truly pedagogical training, and understand teaching strategies as part of human growth and not just as a set of aseptic professional techniques to be applied as in any other workplace. Moreover, training is not prevalent in our society nor does it characterize the syllabuses of future professionals of education. Particularly in certain academic standards it is not uncommon to find teachers who make the genuinely educational processes highly relative to the detriment of the acquisition of knowledge on different areas or subjects of their specialty. They seem to be (and without denying the importance of the examples below) more concerned that a student learns quadratic equations, or the economic policy of Philip II, or the characteristics of the poetic prose of Juan Ramon Jimenez, rather than developing a comprehensive training and the personal growth of each student according to their abilities. Clearly, the acquisition of this knowledge will contribute to it, without any doubt, but this is just as instruction, one element of an educational process. In this context, in which academic results prevail and in which teaching and learning (on many occasions clearly separated) are oriented towards a summative evaluation to measure - and sometimes not so precise - school performance, there is sometimes little scope for genuine education.

The main aim by no means should be that of making students memorize or assimilate the contents described, and learning teaching strategies employed must be in the service of this learning. What is really important and vital is that students, in the examples noted, marvel that the whole universe is governed by mysterious laws and that they can be glimpsed through mathematics. Also, the importance history has to improve the future or how we can learn from our mistakes and not repeat them; how to read Juan Ramon Jimenez, besides allowing
us to enjoy a pure, extraordinary Spanish. All of this leads directly to the heart of human beings and everything good and beautiful that can arise from it.

7. CONCLUSIONS

We are talking about training to learn to love the teaching profession, helping others grow while we ourselves grow and help improve society in the search for a fairer world. Unfortunately, teacher training is increasingly limited to vocational training, of a purely technical nature, and in many cases demands a huge motivation from all those who believe that education should be something very different. Educator and transmitter of knowledge are antagonistic terms. Educator (the real teacher) is one who makes love knowledge, and in search of this beauty they should be trained. This training will not only provide teachers with the necessary training to develop appropriate teaching strategies in order to achieve different objectives depending on the school context but also will allow them to better understand their profession and the sense of it. The strategies used should be as flexible as possible, to suit specific circumstances and based, if necessary, on the experience of the teacher. Training, experience and creativity (alongside other elements such as collaboration, trust, etc.) are therefore, in the current educational context, the basic pillars on which to build this building.

“Mes amis, retenez ceci, il n'y a ni mauvaises herbes ni mauvais hommes. Il n'y a que de mauvais cultivateurs [My friends, stay with this: there is neither weeds nor bad men. There is only bad cultivators]” said Victor Hugo. Heed the words of the famous writer to focus on one final thought we only wish to target: the fact that it should be clear that the strategies the teacher uses in the classroom do not start from training in any way, but basically from their creativity. This is because education is not only a science or technology, but it is mainly (fortunately and sufficiently demonstrated by the best teachers) an art, as Comenius advocated. The teacher is also (and especially) a craftsman whose profession is possibly as close (if not more) to fine arts like cinema and literature as psychology or sociology. And there will always be teachers who create innovative and effective teaching strategies, as a result of passion and creativity, well above the various academic techniques that can be learnt.

It is true that the knowledge of these techniques is necessary, but in no way it can be sufficient for success and quality of education. I usually give my students the following example. Imagine that I am an art lover, specifically painting, and I
marvel when I visit a museum or art gallery. Suppose I want to be like those painters. The first we have to learn are pictorial techniques. Learning oil painting, watercolor, how to use a spatula, different brushes, how to mix colors, the secrets of chromatics, etc. I could be in the best workshops in the world, even travel in time and visit Verocchio and Leonardo da Vinci as a teenager, learn the amazing technique of *sfumato*. I could be learning for ten, fifteen, twenty years, all my life, and I can assure that despite this learning and the mastery of these techniques, I won’t ever be able to paint *The Sunflowers* by Van Goth, or *The Creation of Adam* by Miguel angel, or *The Meninas* by Velazquez, or *The Dog* by Goya. The question is that in order to paint these masterpieces it is not only necessary to know about painting techniques but, above all, to have been born for it, have a special gift that only a chosen few possess.

The same applies to education. There are teachers who have been born for it, people born with a gift, with that gift. Pure professionals whose teaching strategies come from the heart and not just their mind, wonderfully integrated in the classroom and not only capturing the attention of students but making them better people. Human beings who always bear the stamp of that male or female teacher and whom, throughout their lives, they will admire and, undoubtedly, will mark their existence. As Horace said “quod semel est imbuta recens, servabit odorem testa diu [the cask will long retain the flavor of that with which it was first filled]”. Therefore, in this situation, the definitive question must be asked: today, does educational research respond to these needs? In other words, does educational research really help teachers?

8. BIBLIOGRAPHIC REFERENCES

In his famous work “Le due culture” which was published at the end of the 1950s, the British scientist and writer Charles Percy Snow raised the alarm to denounce the increasing separation between humanistic and scientific technological culture. He was convinced, however, that culture is one, and that the abovementioned distinction is artificial and unjustified. We need to overcome this barrier that he considered negative for the fate of the world and for the knowledge and after more than sixty years the theme is still present and the gap between human sciences and technology seems sometimes unbearable.

The university Suor Orsola Benincasa which is in continuous dialogue with the city and the territory is always engaged in the field of human sciences with particular attention to the Cultural Heritage to its valorization and conservation.

They wanted to meet the challenge by converging towards scientific and technological goals: to ensure that human sciences are actively involved in the process of designing and implementing technological solutions. They want to contribute to reinforce the degree of competence and awareness of the interpretative, analytical and epistemological models of human sciences by understanding the evolution of new technologies (Alessandro, 2016).

That is the reason why, in 2014, the Structural Enhancement Project “Scienza Nuova” was born. Its theoretical foundations refers to the theoretical ground and to the program of the Neapolitan philosopher Giambattista Vico (1668-1744) according to his vision “philosophy contemplates the reason why science comes true, while philology observes the authority of human arbitrariness from where comes the consciousness of the certainty”.
The New science will have to worry about ensuring the truth and realizing the concrete. It will be the science of the universal applied to the concrete and the science of the detail explained through the idea" (Vico 1959).

Starting from this idea, the project has meant and intends to increase, in terms of productivity and socio-economic utility: the participation of the human and the social sciences in the processes of design and technological construction and also the degree of awareness that these same sciences have on the technological transformations and evolutions in place. By paraphrasing Kant it is intended to give contents to the insight and concepts to the planning. To achieve these goals, two necessary conditions are needed: to overcome the secular opposition between scientific-technological and humanistic culture, a prejudice that prevents a dialogue stigmatizing different linguistic and communicative codes; and find a point of convergence in the common recognition of the factual value of knowledge: “ensure the truth and implement the certain” In this way the integration of the so-called two cultures can go hand in the common commitment to orient technological innovation towards social purposes.

The degree and the quality of the access to the advanced technologies, the ability to intervene actively in the design of new solutions; both fact-finding and technological according to humanistic orientation, and finally in the application of these orientation to the market’s products/services and to results of the research.

So "Scienza Nuova", a Structural Enhancement Project, is based on a real planning philosophy which is necessary for the project to go on: a philosophy of research. According to this the Structural Enhancement Project “Scienza Nuova” has the specific purpose to support the spread and use the new advanced technologies and services as well as to raise the level of scientific and technical skills and knowledge of the production system and of the institutions through the creation of an integrated laboratory of new technologies for social and human sciences at the University of “Suor Orsola Benincasa”; on the other hand the project wants to spread a new model of research through an integrated training plan. Laboratory and training are the two souls of the project.

The laboratory area is divided into six Living Labs that address social simulation, with particular attention to the issues of the visualization of the information, modeling and social simulation (Living Lab Simula); the design of physical and virtual toys and educational supports (Living Lab Ludolab); the development of communicative content that can be used by fixed and mobile devices that allow new experiences of interaction and fruition (Intrecci Living Lab); the enhancement
of the artistic and cultural heritage (Living Lab Heritage 2.0); The introduction of new qualitative and quantitative technologies and methodologies for social science research (Living Lab Explora); the development of hybrid knowledge between humanist and technical knowledge (Living Lab Bacon). The general purpose of the project's training plan is the formation of high-level professional figures able to increase the skills of investigating through the effective use of advanced technologies in order to support decision-making processes in both public and private field; able to overcome the heuristic fragmentation of the human and social sciences and the distance between the latter and the technological innovation, through the enhancement of technological infrastructures, the promotion of collaborative research projects. The structuring of interdisciplinary theoretical-methodological approaches, international collaboration and the exchange of good practices;

Able to encourage the market launch of research results, their "prototype" development, their industrialization and the creation of the spin-offs too. These three abilities can be summarized as follows: ability to connect, ability to promote, ability to serve. Thus project's training plan of “Scienza Nuova” has focused on the formation of the "digital humanist", "the new scientist", a figure, or rather, a set of characteristics of the professional identity of the various figures that work in the field of human and social sciences research. So our modern Giambattista Vico is an expert able to capture all the transformations of the current technological scenario and he is also able to actively and consciously use highly complex software platforms or tools with great potential; he knows how to design, prototype, and "propose" innovations to the market both software and hardware, related to the issues and problems emerging from research in human and social sciences; he knows how to anticipate future developments in scientific research and technological innovation in the field of human and social sciences in order to propose strategies, policies and operational practices. The three expertise areas of activity above mentioned are likewise the set of skills that the digital humanist should develop in his / her training and professional career: competence in the effective and innovative use of technologies. These skills, in turn, correspond with the professional functions that occupy a different position in the organizational charts of any organization: technical-operational function, project-production function, managerial function.

Therefore the general educational purpose of the training plan is closely linked - from its structuring - to the strengthening part, that is, with the strategic purpose and the planned activities.
This structuring also requires the design and the implementation of different training devices (environments, paths, methodologies, tools) that allow the co-construction of theoretical and technical knowledge, both general type is of a specific type. First are needed to build a common background for dialogue among the various disciplinary sectors; The latter lay the foundations for innovative researches and investigations in the single disciplines. The training has been based on two parallel directions: on the one hand, it aims to make the managerial and design-productive competencies of the professional figures, already operating in the world of scientific research, more professional (ordinary and associate professors, researchers, administrative executives and other figures already working in the University).

In particular, the training plan foresees the activation of a path to the development of knowledge and skills related to the management of the research.

On the other hand, it intend to form innovative professional figures able to translate, in terms of technological operation, the already established knowledge in human and social sciences through the competent and scientifically competitive use of the technologies acquired by the integrated Laboratory.

With reference to the first strategic goal, the "Specialization in Research Management" seminar was launched. The Seminar - lasting 42 hours of frontal meetings and addressed to the teaching, research and administrative staff at University of Suor Orsola Benincasa has analyzed the managerial and technical-organizational aspects of the different models of scientific research management, with particular reference to those most used in the Italian and international contexts.

In particular, the seminar has analyzed the policies and the research strategies funded in the European context, it has dealt with the managerial aspects of research activity.

On the other hand, the achievement of the second strategic objective - namely the formation of professional figures with skills in the effective and innovative use of the technologies acquired by the "Scienza Nuova" (technical-operational) laboratory and in the design of knowledge and technological solutions not present on the market (project-production function) yet , it was realized a *post-lauream* training course (Master of II level) in "Digital Methodologies and Technologies for Social and Human Sciences".
The path was characterized by an intrinsically interdisciplinary vocation that required the overcoming of a traditional and standardized training concept, that is, based on content transmission and on the requirement to perform pre-packaged tasks with predetermined results. So the proposal was that of a training course that would integrate the sharing of knowledge with the maturation of skills and, rather than discourage, as it happens in traditional paths, it wants to stimulate and enhance creativity and pro-activity of the participants.

So there is a focus on a teaching-learning methodology based on the activity of training in a situation that is as close as possible to real life, it requires the practice of the knowledge and stimulates the ability to return to them, to integrate them after having tested them through the experience. For this reason, the Master has been organized into modules and for each module it provides theoretical in-depth studies with highly qualified teachers and, under their supervision, a practical-designing moment too in which the participants, individually or in groups, have put into practice the learned knowledge by dealing with the production of an artifact (project work).

The decisive presence of practical-design activities can only be considered as an aspect of a training pathway that is based on a methodology inspired by the idea of learning-by-doing (Dewey, 1997). With regard to the quality of teaching - we are constantly committed to share with the selected teachers the chosen didactic methodology so that they could modify their disciplinary competence in relation to the interests of the participants and orient the acquisition of knowledge to enhance their attitudes and develop new abilities.

With regards to the times – both synchronous and diachronic – and to the physical and relational spaces, the training activities have been organized with the aim to create an environment for a growth based on the experience.

Employing the learning-by-doing as a privileged training methodology has ultimately implicated opportunities that support process of self-assessment of results by the people involved. From a teaching point of view, the Master has a total of 1500 hours of training: 400 hours of frontal lessons, and approximately 800 practical-experiential activities (which are divided into laboratory activities on equipment, exercises and development of a Project-work), and about 300 hours of self-study to finalize the project work.

In particular, based on the general goals of the "New Science" project and the related training plan, the modular organization of the Master has provided the
following training interventions closely related to the aim of training experts (or rather, digital humanists) in various fields of human and social sciences. The content suggested to the participants at the Master are: integrated lab structure and ICT infrastructures, methods and technologies for info visualization, methods and technologies for modeling and social simulation, methods and technologies for social modeling and simulation, ocular-motor behavior analysis techniques using eye-trackers, innovative toy design, integration and use of innovative toys.

Introduction to 3D printing, use of the Adobe Graphics Suite, production and post-production in cross-media communication, design of funded research initiatives, innovative entrepreneurship between start-ups and spin-offs.

Introduction to the mobile app design, digitization of artistic and cultural heritage, documentation for restoration, contemporary art materials, diagnostics and restoration of contemporary art, methodologies and software for empirical research. The experience gained through the Higher Specialization Seminar has been capitalized and promoted by the University within a pedagogical model for the training of digital humanists, which has enriched the range of activities of the laboratories associated with the Integrated Laboratory "Scienza Nuova".

This model was characterized, in particular, by its interdisciplinary, and therefore by its ability to create a dialogue - within concrete learning events – between technical and scientific knowledge and skills, and between knowledge and humanistic skills. Interdisciplinary not only enunciated as a general goal, but constantly experienced in the training contexts and tested by the experience and continually redefined and enriched with further development possibilities.

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Towards citizenship education and teaching of a history with memory in the context of the Contemporary Europe

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1. INTRODUCTION

The twentieth century has witnessed general wars that had devastating consequences for humanity. Nevertheless, at present, we are facing a historic period in which extremism is emerging again in a Europe that has enjoyed a long period of peace. Thus, starting from the causes and consequences of the historical momentum of the increase of extreme right politics in Europe in times of crisis, and focusing on the twentieth century, we will review the obstacles and challenges of the European Union along its configuration, defining their institutions and the possibilities of citizen participation in them. Similarly, making a conceptual introduction of citizenship and memory, it will be presented a brief review of the Italian situation in relation to the teaching of a history with memory. Finally, we conclude that there are some deficiencies regarding the attention to memory in history classes, and there is a silence similar to what exists in the Spanish case.

2. THE RISE OF THE EXTREME RIGHT AND SOCIAL INJUSTICE IN THE TWENTIETH CENTURY.

After World War I, in 1918, an unstable peace and a series of agreements that generated the dissatisfaction of some powers were reached. Subsequently, in the context of a global economic crisis, in Germany and Japan, militarist and far-right political forces reached the power and decided to end the status quo without gradual or negotiated character. Thus, the three discontented powers (Germany, Italy and Japan) were protagonists of a series that led to World War II:
The Japanese invasion of Manchuria in 1931; the Italian invasion of Ethiopia in 1935; the German and Italian intervention in the Spanish Civil War of 1936-1939; the German invasion of Austria in early 1938; the German crippling of Czechoslovakia later in the same year; the German occupation of what remained of Czechoslovakia in March 1939 (followed by the Italian occupation of Albania); and the German demands on Poland which actually led to outbreak of war (Hobsbawm, 1994:37).

These issues were accompanied by the passivity and the lack of response. That situation facilitated the way for a historical catastrophe:

The failure of the League [of Nations] to act against Japan, the failure to take effective measures against Italy in 1935, the failure of Britain and France to respond to the unilateral Germany denunciation of the Treaty of Versailles, and notably its military reoccupation of the Rhineland in 1936, their refusal to intervene in the Spanish civil war ('non-intervention'), their failure to respond to the occupation of Austria, their retreat before German blackmail over Czechoslovakia (the 'Munich Agreement' of 1938); and the refusal of the USSR to continue opposing Hitler in 1939 (the Hitler and Stalin pact of August 1939) (Hobsbawm, 1994:37).

It should be noted that, although Hitler exalted the war, he did not want a war against Poland (which had the support of Britain and France), much less a war against the USSR and the United States. Japan, wishing to create an East Asian empire, would have preferred to achieve that goal without having to participate in a general war, intervening only when the United States did. Fascist Italy, despite establishing itself strategically in neutrality, finally opted for the German side, although its military power turned out to be disappointing comparing with Germany.

At the beginning of the 19th century, philosopher Johann Gottlieb Fichte, considered the father of German idealism, tried to establish an association of national citizenship - state (or legal) citizenship, in which the individual's love for the German homeland was directly proportional to his quality as a citizen within the State. However, the division of Germany (until 1871) and the emergence of the Volk concept did not allow the success of this theory (Horrach, 2009).

The concept of Volk was radicalized in the twentieth century, becoming the origin of the Nazi Blut und Boden doctrine adopted to justify the Reich Citizenship Law
(1935), within Hitler's National Socialist government. This Law, which was included within the Nuremberg Laws (Nürnberger Gesetze), denied the right of German citizenship for reasons of race (Ley de Ciudadanía del Reich, 1935, art.2):

1. A citizen of the Reich is that subject only who is of German or kindred blood and who, through his conduct, shows that he is both desirous and fit to serve the German people and Reich faithfully.
2. The right to citizenship is acquired by the granting of Reich citizenship papers.
3. Only the citizen of the Reich enjoys full political rights in accordance with the provision of the laws.

The denial of the right to be citizens on racial grounds also occurred in the black population of South Africa or the southern states of the United States of America, under the Apartheid regime. South Africa's convergence in a multiracial nation of citizens with the same rights did not come until 1996, when the Constitution Postapartheid was enacted.

As for the United States of America, slavery would be abolished following the Thirteenth Amendment of the Constitution (1865); nevertheless, the true legally recognized equality of rights was reached with the following Amendment:

All persons born or naturalized in the United States, and subject to the jurisdiction thereof, are citizens of the United States and of the State wherein they reside. No State shall make or enforce any law which shall abridge the privileges or immunities of citizens of the United States; nor shall any State deprive any person of life, liberty, or property, without due process of law; nor deny to any person within its jurisdiction the equal protection of the laws. (Fourteenth Amendment to the United States Constitution, 1868).

However, in practice, it would take at least 100 years for the black population to have full rights, through their fight: vote, impartial justice, to end the racial segregation in buses and restaurants and the possibility of reaching the same economic level than the white citizens of the United States.
3. HISTORY OF THE EUROPEAN UNION: OBSTACLES AND CHALLENGES FOR DEMOCRATIC PARTICIPATION

When Articles of Confederation were promulgated in 1781, the article IV detailed the following:

The better to secure and perpetuate mutual friendship and intercourse among the people of the different States in this Union, the free inhabitants of each of these States, paupers, vagabonds, and fugitives from justice excepted, shall be entitled to all privileges and immunities of free citizens in the several States [...] (1781, art.IV).

Madison and Hamilton [The Federalist, 1787] emphasized the ambiguity existing in the concretion of the rights of the inhabitants of a State in the other States. This confusion led the Americans to make a federal Constitution that was the subject of numerous debates and controversies. That debates were published as essays between 1787 and 1788 under the name "The Federalist." The debate centered on which stratum would claim more sovereignty in this matter, the nation or the states. This discrepancy led in a few years to a civil war.

The implementation of federal constitutions in a large number of states has meant that the current citizenship has evolved towards a stratified citizenship where recognition of more than one identity is allowed.

Thus, stratified citizenship implies a citizenship status in two levels: state and provincial, being possible a third level: local, municipal and / or rural (Benhabib, 2007). Nonetheless, care must be taken in sharing the competencies between the two levels, because a failure in the sharing of competencies could lead to the disintegration of the state. Thus, the consequences of imbalances in civic loyalty are as follows: if an excessive role is given to the State, a emotional weakness could be generated, and if too much power is given to the province, a weakness of the central power could be leaded.

In spite of all these adversities, the federal system of the United States of America had a considerable influence in Europe from century XIX. World War I (1914-1918) did not undermine the minds of people like the Count Coudenhove Kalergi, founder of the Pan-Europe Movement in 1923, or the French Prime Minister Aristide Briand, who in 1929 made a speech before the assembly of the Society of Nations in which he defended the idea of a federation of European nations inherited from the past.
Nevertheless, with the situation of economic depression and the entrance of Adolf Hitler in the German chancellery, an aggressive nationalism that would destroy any attempt of concord between the European states and would end in World War II arose. The teaching of history and textbooks played a relevant role in the process of indoctrination of the new generations. Regarding the political use of the history teaching, Delgado-Algarra and Estepa-Giménez indicate that "after the departure of the kings of most of the continent, and following the trend initiated during World War I, messianic leaders like Hitler, Lenin or Stalin came to rule and to exert a strong influence in the contents of textbooks in order to construct dogmatic conceptions of national citizenship, being used as a weapon against the enemy" (2015: 122).

In general, paying attention to our recent past, it is observed that the configuration of the current democracies, in most cases, has been preceded by conflicts, totalitarian regimes and human dramas that should be kept in mind for the construction of a truly mature democracy, a democracy where there is a balance between rights and responsibilities, and where past episodes connected with the historical memory are remembered in order to not to repeat similar situations.

With the signing of the Treaty of Paris on April 18, 1951, an incipient European community was established with France, Germany, Italy and the Benelux countries (Belgium, the Netherlands and Luxembourg). In this community, the member countries would be submitted to an independent authority called High Authority. On March 25, 1957, with the signing of the two Treaties of Rome by "the Six", the role of the High Authority (which was renamed Commission) was reduced and the European Economic Community (EEC) was created.

The creation of the EEC implied the free movement of goods (not people, capital and services) and the creation of the main supranational institutions. From 1975, the European Council became institutionalized. In 1979, the European Monetary System was born and this would be accompanied by the creation of the ECU (European Currency Unit), a direct antecedent of the euro. Also in the same year, the first elections by universal suffrage to the European Parliament took place.

The fall of the military dictatorships in Greece (1974), Portugal (1974) and Spain (with the death of Franco in 1975) favored the adhesion of these countries. Greece in 1981, and Spain and Portugal in 1986 became new members of the EEC. In 1985, the three Benelux countries, France and Germany signed the so-called Schengen Agreement, and subsequently most EU countries started to adhere.
With the signing of the agreement, an ambitious initiative was launched to guarantee the free movement of people and the gradual abolition of borders between EU states.

With the Single European Act (SEA), adopted in 1986 and became effective since January 1, 1987, the foundations for the economic and social cohesion of the Union were laid. This was the first amendment of the founding treaties of the European Communities: the 1951 Treaty of Paris (where the ECSC was created) and the Treaties of Rome (where the EEC and EURATOM were established).

The "power vacuum" created in Central and Eastern Europe with the collapse of communism and the collapse of the USSR made the EEC represent an organization that guaranteed stability in the midst of a Europe that was convulsed by the historical events of the late 80's years.

On the basis of the Act, on December 9-10, 1991, the Treaty on European Union (Maastricht Treaty) was adopted, from which the term European Union would start to be used with an economic objective and for the creation of a common political structure; based on three pillars: a central "community pillar" linked to the common market, economic and monetary union, etc. and two side pillars linked to cooperation between governments.

In this way, a lateral pillar would be the Common Foreign and Security Policy (CFSP), to establish common foreign policy actions through the European Council; while another pillar would be Justice and Home Affairs [JHA], to deal with matters of common interest such as terrorism, asylum policy or illegal immigration (Europol was created for that purpose).

The European Parliament increases its powers, the Council of Ministers is renamed Council of the European Union (also known as Council), the Court of Justice, the Court of Auditors and the Economic and Social Committee strengthen their powers, the Committee of the Regions is established in an advisory capacity, and the creation of the European Central Bank is raised with the beginning of the third phase of economic and monetary union.

However, it should be noted that the ratification of the treaty was met with a series of crises and would not enter into force until November 2, 1993. These crises would be summarized in three:
The increase in unemployment due to a deep economic crisis caused that governments of each nation state focused more on that problem than in the European construction.

- Tensions led to the questioning of the European Monetary System and the Economic and Monetary Union (EMU).

- The inability of the EU to implement a common foreign and security policy in the Yugoslav crisis brought the war to the continent after years of peace.

The adoption of the Treaty of Amsterdam on June 16-17, 1997, was severely criticized for maintaining the democratic deficit in the functioning of the Union. On February 26, 2001, the Treaty of Nice was signed; however, the terrorist attack on the New York World Trade Center on September 11 of that same year divided the so-called European unity (Sepúlveda, 2010).

In this situation, in December, 2001, the Council of the Union promoted the Laeken Declaration, which was the definitive impulse to the drafting of a Union Constitution accelerated by the attack of 11 March 2004 in Madrid.

Thus, the Constitutional Treaty, in the part I, title II “fundamental rights and citizenship of the union”, article l-10 “citizenship of the union” (2004: 56-57), establishes that:

1. Every national of a Member State shall be a citizen of the Union. Citizenship of the Union shall be additional to national citizenship and shall not replace it.

2. Citizens of the Union shall enjoy the rights and be subject to the duties provided for in the Constitution. They shall have:
   a. the right to move and reside freely within the territory of the Member States;
   b. the right to vote and to stand as candidates in elections to the European Parliament and in municipal elections in their Member State of residence, under the same conditions as nationals of that State;
   c. the right to enjoy, in the territory of a third country in which the Member State of which they are nationals is not represented, the protection of the diplomatic and consular authorities of any
Member State on the same conditions as the nationals of that State;
d. the right to petition the European Parliament, to apply to the European Ombudsman, and to address the institutions and advisory bodies of the Union in any of the Constitution's languages and to obtain a reply in the same language.

This creates a new conception of Europe without limits in the mobility of capital, property and persons, based on three principles that will also be included in the subsequent Treaty of Lisbon, signed on December 13, 2007, and become effective from December 1, 2009: principle of democratic equality (Article I-46), principle of representative democracy (Article I-47) and principle of participatory democracy (Article I-48).

The lack of citizen participation and representation is reflected in the lack of transparency in the design of the Constitutional Treaty. On the other hand, as regards the contents, if we turn to part II of the Constitutional Treaty, "Charter of Fundamental Rights of the Union", we highlight the macroparts in which the configuration of the European citizen is divided (concept that already appeared in the Treaty on European Union of 1992):

- Dignity (Título I).
- Freedoms (Título II).
- Equality (Título III).
- Solidarity (Título IV).
- Citizen rights (Título V).
- Justice (Título VI).

Within Title V “citizen rights”, due to the relationship of citizen participation in Democracy, the following aspects require special attention:

- Right to vote and to stand as a candidate at elections to the European Parliament (Article II-99)
- Right to vote and to stand as a candidate at municipal elections(Article II-100)
- Right to good administration(Article II-101)
- Right of access to documents(Article II-102)
Although the European Constitution was not ratified, we must not forget that the aforementioned Charter of Fundamental Rights of the European Union dates back to the year 2000, remaining valid after the effective day of the Lisbon Treaty on December 1, 2009, which coincided in many points with the Constitutional Treaty.

The main purpose of the Treaty of Lisbon was to fill the Union's democratic deficits. Thus, this Treaty increased the powers of the European Parliament and created space "European Citizens' Initiative" which allows one million EU citizens to participate directly in the development of supranational policies, asking the European Commission to submit a proposal for legislation.

At present, despite all the efforts for the construction of the European Union, the economic crisis, terrorism and the arrival of victims of war has led to ultranationalist and anti-Europeanist tendencies (and parties) on the continent to become more popular.

Overall, this situation has increased the polarization of positions faced with immigration from non-European countries, migration of union citizens to seek opportunities, financial pressures, insecurity generated by terrorism and radicalism, and the obvious failures in the management of humanitarian crises.

4. CURRENT BASIC INSTITUTIONS AND CITIZEN PARTICIPATION WITHIN THE EUROPEAN UNION

During the formation of the Union, it was tried to adopt the classic division of powers of democratic states (legislative, executive and judicial); However, this division was not extrapolated as such in the institutional architecture of the Union where a triangulation of equilibrium between three basic institutions is established (Iglesias, 2012):
- The **European Commission** is the executive body of the European Union where community interests are defended. It enforces the legislation before the Court of Justice. It may impose sanctions on countries that fail to comply and among its executive functions include execution of budgets, allocation of funds, negotiation of agreements with other countries, etc. It has no legislative functions, but makes proposals for new legislation. It is composed by one Commissioner representative of each member state approved by the European Parliament.

- The **Council** (Council of Ministers or Council of the European Union) defends national interests. The Council shares legislative power with Parliament. It is made up of a representative of each member state that defends the interests of the country with the right to vote. It is chaired by the rotating member states of 6 months and by the corresponding ministers of the country holding the presidency according to agenda items (General Affairs Council, Foreign Affairs Council, etc.); However, the overall representation of the council as a community institution tends to be for the Minister of Foreign Affairs.

- In **Parliament** the interests of the citizens are defended. It is elected by direct suffrage and is composed of a maximum of 750 deputies besides its president. Any directive promoted by the European Commission and presented by the European Council is submitted for approval in Parliament. Adopts, next to the Council of the European Union, the budget of the Union that will later be managed by the European Commission.

At the **European Council**, overlapping the institutions mentioned above, the political interests of the Union are defended at the highest level. This institution is formed by the heads of government or state with executive power. They meet at least four times each year, pointing the way and pushing for treaty modification. It lacks legislative power and, since the Treaty of Lisbon, it has a permanent president with a maximum mandate of 5 years.

It should be noted that there is an institution created in 1948, Council of Europe, which is outside the EU and has always represented democratic values and human rights. Countries acceding to democracy have adhered to this institution.
Its priorities have extended to issues such as immigration, refugees, social exclusion, corruption, minorities, etc. Decision-making can be established unanimously, a simple majority, qualified majority (a two-thirds majority).

Other relevant institutions that we do not develop due to space issues are:

- Court of Justice of the European Union.
- European Central Bank.
- European Court of Auditors.
- European Investment Bank.
- European Economic and Social Committee.
- European Committee of the Regions.

5. CURRENT CONCEPT OF CITIZENSHIP

There is not an universally accepted definition of citizenship; each author focuses on what he considers most relevant. For this reason, Delgado-Algarra proposes a definition of citizenship that reflect his vision, without it being considered as a universal definition that excludes others perfectly valid under their respective epistemological referents. That is, citizenship would be conceptualized as follows:

*Legal status that integrates the knowledge and exercise of rights and the assumption of obligations that are materialized through active and critical participation in the different spheres that make up the current world (society, economy, culture and politics); being able to transcend from the local to the global and being marked by the exercise of individual obligations, rights and freedoms without limiting the rights of other citizens; because, in essence, all citizens who assume responsible citizenship understand that equality, dialogue, rejection of situations of social injustice and, ultimately, respect for human rights must be enforceable in any democratic state (Delgado-Algarra, 2014: 67).*

In general terms, since the 1980s, the debate has been strengthened in relation to the concept of citizenship and with it the interest of public institutions, universities, international organizations and the media for civic education.
Nor can we offer a universal definition of what it means to be a good citizen. Some authors focus their vision in civic actions, others in the ethical foundations that support such actions or attitudes to change. Looking at the different conceptions of good citizenship, Delgado-Algarra proposes the following definition:

_The one capable to analyze critically of the interactions that take place in his environment, so that, knowing his rights and duties, he is able to act accordingly, in a competent way and within an ethical framework, with a view to carry out actions in the social, political, economic and cultural fields; allowing a functional self-development within socio-economic structures not considered to be definitive (Delgado-Algarra, 2014: 68-69)._ 

That is, if we understood that the citizenship was to make use of rights and duties through the active and critical participation of citizens; Being a good citizen implies knowing those rights and duties so that the civic actions that are carried out are as efficient as possible within our system, allowing the evolution and improvement of them.

The good citizen, in short, must know his resources and must keep in mind an ethical framework that guides the analysis and determines its decision-making; in a way that allows a better functioning of its society, through an efficient action in the social, political, economic and cultural fields.

6. TEACHING OF HISTORY AND MEMORY IN ITALIAN SCHOOLS

As Brusa (2010) indicated, in the face of curricular rigidity in Italy, it is necessary to change the content and evaluation systems in order to find a solution to the problems of today's world. Coinciding with Brusa (2010), Vanzetto (s / f) adds that, just as memory is too delicate a matter to leave it in the hands of "consensus engineering", a profound revision of the teaching of history in Italy is necessary because the transmission of conceptual knowledge from the top down does not allow neither the representation of a functional past nor the formation of a "good citizen".
Díez Gutiérrez (2013) notes that "textbooks dominate the curriculum (...) help to build the imagination of future generations" (2013: 24). Regarding memory, it could be understood as:

A remembrance full of subjective values related to the conflictive moments of our recent history, defined as a result of the personal experience of each individual within a certain social group (Delgado-Algarra and Estepa-Giménez, 2016: 523)

And from multidimensional point view, it consist of a series of dimensions (Delgado-Algarra, 2015a, 2015b):

- Individual.
- Social.
- Historical.
- Controversial.
- Selective.

In connection with the study of postwar history, Italy has not come to terms with its past. In other words, as Oliva (2003) emphasizes, the Resistance has been a resource that, sometimes, the Italians have used to move away from the memory linked with the support to fascism.

Mattozzi (2008) has worked for more than 30 years with teachers of history and historians, and sources of memory. As a result of these works, the author poses four problems to take into account when proposing the teaching of a history with memory:

- How to include memory to benefit historical formation.
- How memory can be a resource or an obstacle to historical formation.
- How to make that the historical formation benefit the representations on mnemonic traces.
- How to make history formation able to make us competent to criticize representations on mnemonic traces.
However, it is important to note that:

*For publishers, developing and publishing a textbook is a challenge, because they have to face the demands of the school curricula and their possible interpretations, the tradition that some teachers want to keep and the change that demand others, to the dilemmas that raise the tensions between a profitable product that is sold well and the educational service that calls for pedagogical quality and content, to the interests of different social groups and to the care in the treatment of the genres, of the ethnic groups, political, religious, environmental movements and others (Mejía, 2009: 488).*

In the Spanish case, after a period of transition to democracy based on silence and the oblivion, it is from the 90’s when rise up an interest for the collective memory that led to the creation of an associative movement dedicated to the recovery of the historical memory at the end of the 20th century. Despite this, in Spain, there are very few experiences and didactic materials published in which students work with historical memory. So that, as Díez Gutiérrez (2013) indicates, oblivion avoid the access to knowledge and aims to only accept a version of the past. Thus, from the teaching of Social Sciences and History:

*The educational option seems to be established in the space of the necessary interaction between history and memory, remembering that history cannot judge memory, but understand it and integrate it into a more dense and plural narrative, understanding that collective memory is a social fact that does not can be denied or excluded (González y Pagés, 2014: 306).*

As we shall see, the interest in textbooks as resources for the socialization of future adult citizens and the lacks of memory in the teaching of social sciences are especially visible in the case of Social Science, Geography and History; whose use in the classroom can configure a social reality determined by the dominant political force.
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1. BACKGROUND

This chapter reports the analysis of current Higher Education (HE) practices, aiming at identifying the existing shortage of teaching competencies held by faculty in charge of both undergraduate and postgraduate programmes. Depending on the previous training and experience, a teacher can be deemed as ‘fully competent’ or have a deficit of competencies and knowledge needed for this profession.

The problem can arise as early as in the teacher’s early stages of their training, where the HE teacher training programmes do not sufficiently address the teaching competencies needed for their actual practice, resulting in the incorporation of under trained teachers into the HE teaching workforce (Belando & Távarez, 2017). On this premise, a systematic review of the HE teacher training curricula has been carried out with two main objectives: a) to detect the aforementioned training deficits, and b) to verify the learning outcomes that demonstrate the core knowledge and competencies that must have been acquired by education programme in order to carry out appropriate practice in the HE domain.

Zabalza (2016) suggests that HE staff specialized in teaching need to hold specific competencies that include competency based programme development and evaluation. This need for competencies is the result of the Bologna Process implementation in Spain. The last stage of this process was supposed to be completed in the course 2010-11. However, many programmes still have not completely adapted to this new framework, as many Higher Education Institutions...
HEIs do not clarify whether knowledge and competencies are present when attempting to offer competency based degrees.

Lorenzana (2012) identifies the Tuning project by the European Higher Education Area (EHEA) as one of the most impactful responses that European HEIs have provided to promote curriculum change in their programmes, in order to address the competencies shortage in the teaching profession. The focus of such changes law on the evaluation processes and methodologies, namely the competency based curriculum. Such focus highlights that being deemed as competent not only implies holding competencies and knowledge, but also a set of professional resources needed to undertake a specific activity (Tejada-Fernández & Ruiz-Bueno, 2016).

The competencies-based training and assessment model was already implemented in vocational training area settings (Le Boterf, 2000), with proven effectiveness. Such model has therefore reasonable chances to succeed also in the HE domain, with the vision of enhancing student’s professionalization and readiness for the job market.

2. CONTEXTUALIZATION

As a first step, a white book was created for each of the degree programmes. These papers were supported by the National Quality Assessment and Accreditation Agency of Spain (ANECA), and written by a wide network of HEIs. Each of them had their own definition of ‘competency’. One of these white papers define competency as “an ensemble of knowledge, skills and attitudes applied to a given professional practice”. This involves being, knowing, knowing how to do, and how to transfer.

However, these white papers focused on the implementation of bachelor degrees, and somehow neglecting post-graduate degrees (Ordonez, Ramirez y Rey, 2016). Therefore, a conceptual framing of competencies and their formulation is of paramount importance.

One of the main university reforms of the Bologna Process (1998) was the creation of the EHEA, a competitive area that was attractive for students and educators both from inside and outside the European Union, in an attempt to adapt to the current educational demands. This is how a competency based curriculum at degree, master and doctorate level emerged as a response to social,
scientific and social demands of the knowledge and information society (Lorenzana, 2012).

On this basis, competencies in education is a highly controversial conversation topic, as it difficult to define, assess and evaluate the competencies acquired after any training, qualification, and professional experience.

The EHEA advocates for a change from a teacher centered to student centered approach for effective learning (Martinez-Sánchez, 2009). This student centered approach requires a specific set of competencies from the educator. The following section outlines the terminology associated to this set of competencies.

3. CONTEXTUAL DELIMITATION

The term “competency” has different meanings, and it has recently become a highly discussed concept in the academic area of Higher Education (Ruiz, Rubia, Anguita y Fernández, 2010). Such polysemy can give way to undesired free interpretations, the cause of which has been attributed to a loose conceptual delimitation of the concept in the EHEA official documents (Angulo, 2008).

This author explains that official documents such as the Sorbonne Declaration of 1998, the Bologna Process, the Prague Communiqué of 2001, the Berlin Communiqué of 2003, and the Bergen Communiqué of 2005 delve into ‘competent authorities’ and “competitively”, but not into ‘competencies’ as a widely extended concept the last years (Perrenoud, 2004; Cepada, 2005; Zabala; Arnau, 2007), that includes personal, educational, and professional interests and contexts in which such competencies are applied. Also Westera (2001) noticed that the construct of competency is defined in many different ways along the literature, in a continuous debate about its meaning.

In the DeSeCo project by the Organization for Economic Co-operation and Development (OECD), competency is defined as follows: “Competency is the ability to appropriately respond to demands and undertake tasks. It emerges from the combination of practical skills, knowledge, motivations, ethical values, emotions, and other social and behavioral components that mobilize together to achieve an effective action” (OECD, 2006, p.7).

This section has defined the term ‘competency’, and explained its currency. The following section is competency analysis as the formulation of the ensemble of
knowledge, skills, and attitudes that form each of the dimensions of competency that an educator should acquire.

4. COMPETENCY ANALYSIS

In the Tuning Project (González & Wagenaar, 2003), a teaching model was established in which competencies were organized in three dimensions, each of which are characterized by unique aspects that can be combined to make sense of the teaching competencies that can be observed in different stages (Farias & Firinguetti, 2012).

- The first dimension consists of “Instrumental Competencies”. These are related to work performance and conceptual knowledge. This dimension includes skills such as analysis, synthesis and organization. It also includes knowledge of general concepts, communicative aspects, literacy, decision making, and problem resolution. This dimension is also identified as the ‘to know’ dimension, as it refers to the knowledge that teachers are required to possess in order to undertake their work.

- The second dimension is the so-called “Interpersonal Competencies”. These encompass different aspects of interaction with people, the ability to understand different views about the world, and the ability to be self-critical. This dimension includes teamwork skills, ethical commitment, and interpersonal skills. It is related to the ‘to know how to do”, as it aligns with personal values.

- The third dimension are the ‘Systemic Competencies’, represented in the research skills, the learning skills, leadership, creativity, autonomy, motivation, and attention to quality, among others. These competencies are related to the ‘to know how to be’ dimension, where the focus is in procedural aspects.
Comellas (2002) also establishes a relationship between savors and competencies, as reflected in the Table 1:

<table>
<thead>
<tr>
<th>To know</th>
<th>Involve cognition, objective knowledge, and external to individuals that address the world surrounding us, in any domain.</th>
</tr>
</thead>
<tbody>
<tr>
<td>To know how to do</td>
<td>Involves skills and action. It currently has a wide meaning, which includes procedural knowledge applied to a given situation. It is often the application of known in specific contexts.</td>
</tr>
<tr>
<td>To know how to be</td>
<td>Involves the emotional domain of a person. It therefore includes attitudes, emotions, motivation, and values that are enacted in a specific situation.</td>
</tr>
</tbody>
</table>

*Table 1. Competencies and specific knowledge (Comellas, 2002)*

In order to enhance the comprehension of these competencies, it is appropriate to align them with applied guidelines in official documents, such as the following by the Guatemalan ministry of education, which are divided in four stages (MINEDUC, 2010):

- **Diagnosis:** The first stage, which could be also a previous stage to planning, is the diagnosis. Teaching staff must be able to diagnose the existing needs in their working environment, and perform an analysis of the needed resources and their use. In this stage, the aim is gathering information about institutional demands, training needs, target groups, and competencies that educators are required to hold. Another aim is detecting the competencies that are required to the students, and what methodologies will be implemented for them to hone them.

- **Intervention design:** In this second stage, the curriculum is designed and developed. This also involves managing the resources that teachers need for undertaking their teaching. In this stage, the competency based programmes are elaborated.

- **Interventions follow up:** This third stage consists of implementing and managing the previously designed programmes. This stage involves the application of teacher’s knowledge’s and their competencies to undertake tasks in specific environments.

- **Evaluation, innovation, and improvement:** The focus in this stage is evaluating the achievements of educators in their practice. This stage should be informed by the assessment of competencies acquired by
students, and the identification of which of them have been acquired and which of them need more work. In this moment, it is important that educators generate meaningful learning in the students, after the results of the evaluation.

5. TEACHING COMPETENCIES

With regard to teaching in Higher Education Zabalza (2003) and Perrenaud (2004) divide the competencies every teacher should hold and develop into a set of categories, from a renewed perspective Table 2. Every HE teacher training curriculum should start from these premises.

<table>
<thead>
<tr>
<th>TEACHING COMPETENCY</th>
<th>DESCRIPTION</th>
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<tr>
<td>Planning of the teaching and learning process</td>
<td>It encompasses the management of the different learning’s progress from a problem solution perspective, given the different discipline specific pedagogies and the different stages of intellectual development. Be aware of the classroom diversity and know how to use a differentiated pedagogy. An emphasis is put towards the presence of development education and values education in all disciplines. Organizing their own continuous professional development is a new aspect of pedagogical innovation and development. It is the ability to choose the most appropriate training among the different options in the institutional offer.</td>
</tr>
<tr>
<td>Content preparation</td>
<td></td>
</tr>
<tr>
<td>Organization and justification</td>
<td></td>
</tr>
<tr>
<td>Use of new technologies</td>
<td>It is important to adapt the school context to the current society of information and knowledge. Both teachers and students must be competent in the use of technologies, and adapt these to their teaching and learning processes. Being aware of the needed and available resources to organize spaces, select the most appropriate method depending on the teaching activities proposed, and develop instructional tasks.</td>
</tr>
<tr>
<td>Teaching methodology design</td>
<td>In addition to the traditional competency of communicating and motivating, it has emerged the need to stimulate and maintain the motivation for learning, as well as unlearning. The pedagogical skill of building the meanings of knowledge, and communicating it, is needed for interacting not only with students, but with all the educational community.</td>
</tr>
<tr>
<td>Communication and interaction with students</td>
<td></td>
</tr>
</tbody>
</table>
Tutoring and counseling

Offering appropriate support and orientation, not only on the academic discipline, but also professionally once the student has graduated.

Assessment

It is important to keep in mind that assessing is not controlling or grading, but providing support for improvement.

Reflection and research about teaching

This competency suggests a relationship between the duties and dilemmas of the teaching profession, both in the public and in the private education, where there are a set of values that challenge social reality; it is ethically necessary to prevent violence, prejudice, and discrimination. There is also a need to foster critical thinking, solidarity, and justice.

Table 2. Teaching competencies

6. CONCLUSION

After a deep analysis of teaching competencies it can be concluded that, from an academic point of view, teachers with the above mentioned competencies are better equipped to undertake competency based education.

It is therefore advisable that teacher training processes are continuous and not only prior to service. It must be a constant and permanent training process, which must be continuously revisable and modifiable along the professional life of a teacher. It must be created according to the needs of the educational environment, as societal changes are frequent due to globalization and multiculturalist. Teachers must be ready for that; otherwise there is a risk of an information void that can entail a failure of the educational system. This way, a justification of the professionalization needs of the students as well as the need for competency based education can be justified (Leonoir & Morales-Gómez, 2011).

Also the OECD (2006), in its institutional programmed named Management in Higher Education (IMHE) suggests that a good educational management is achieved with teaching quality, for which teachers’ competencies have a fundamental role.

In recent years, it has been demonstrated that teachers are fundamental factors of the quality in education (Denise & Manso, 2013). Teachers must own the appropriate capacities to face the different challenges of society, and must
prepare for that. Therefore, research on how to foster these competencies in Higher Education teachers must be carried out.

With the adaptation of the Bologna plan programmes towards a competency based education, it needs to be highlighted that the postgraduate research team of the University Pablo Olavide is configuring such adaptation process with a pedagogical approach, in order to facilitate teaching to the academic staff, and guarantee its quality, by making available the educational tools that make student centered teaching a positive experience.

7. BIBLIOGRAPHIC REFERENCES


1. UNIVERSITY TOWARDS NEW PARADIGMS OF RESEARCH

The theme of academic innovation is at the center of the actual European debate on modernization of secondary education (Commission of the European Communities, 2011).

It is a theme which has to be at the center of the contemporary pedagogical debate because one of the educational emergencies, and related challenges, lies in the ability of reinforcing the relationship between instruction, education and research to reach that idea of European society based on knowledge (Swedish National Agency for Higher Education, 2009). In the pedagogical certainty, that it is impossible to “give any cognoscere without a cogito” (Gennari 2006/2015, p.68).

Therefore, if it is true that- as Margiotta writes (2014) - “innovation is the result of development and experimentation of new forms of organization and interaction, to answer innovatively to the social needs through a participative arena in which education and empowerment are, at the same time, cause and effect of social wellbeing” it is also clear that pedagogical research can not be exempt from the innovative process in act.

University today constitutes one of the main characters of processes of innovation, not only because it has the capability to generate theoretical- practical knowledge, but also for its ability to spread it and constantly dialogue with all the social and institutional levels.

However what emerges starting from the studies of M. Gibbons, E. Limoges, H. Nowotny (1994) is a new model of knowledge that does not hinge anymore on a linear production, where the competences of the research institutes and
Universities are well defined and different from the job market and business, but a model in constant dialogue with society and job.

Moreover if the story of Italian university has its origins in the twelveth century’s universitates which, until the end of the sixteenth century, represented real communities whose principles were basically of a theoretical speculative character (Del Negro 2002) with the modern age the link between theory and practice, even though in its specific declinations, will be a constant in the academic world.

As Frison writes (2014), infact, “it will be modern age in fact to bring significative changes in the profile which University had sketched for itself right from its origins. With the development of the nascenti Stati and the attention to education in the classi dirigenti and of clergy, the link between intellectual research and its practical application is more and more concrete and necessary. Academic teachers start showing a behavior of growing faith towards this link digressing from the originary vocation exclusively theoretical of university, towards a mission mainly aimed at progress. However, as a matter of fact, the improvement of scientific discoveries in Europe mainly taken happening outside University. So, the academias, botanical gardens, observatories, laboratories claim their rights on numerous great scientific discoveries of the age so starting a process, that has made progress until now, which sees developing an important part of research outside university” (Frison 2014, p.117).

However, we should wait for the seventeenth century to reach a research paradigm which theorizes the link between university and economy. We are in front of the Humboldt’s link which defines a unique profile of teacher-researcher” and with whom “university starts keeping relations with the economic and productive world worrying about “putting science at industry disposal” (Frison 2014, p.117).

Humboldt’s model which gave the name to Berlin’s University (1810), structures around an idea which conjugates research and didactics towards the progress of the nation, with the aim of educating the ruling class.

It is clear that the historical and social changes after the second world war, specifically the arrival of mass university and the consequent democratization of secondary education, have messo in crisis the dominating model and made necessary defining a new model of reference.
Superare il modello humboldtiano snot only means innovating but structuring a new idea of university.

Is it possible to do that following the traces of the path that had already been traced by other Countries such as for example Margaret Thatcher’s United Kingdom? In such case, for example, the idea of the structuring University is that of an enterpreneurial university in costant and clear competition with all the others, clearly connected to the themes of innovation but also to those of evaluation, quality, and excellence.

Is this the same direction moving Italian universities? Actually “Law 240 has, as a matter of fact, separated the line of management and administrative responsibility from that of research and education provided, which has allowed the establishment of econometrical and efficient logics a scapito of convivenza and respect among the different components of academic life. It has developed, so, a growing fragmentation of microcorporative interests and often a balcanization of separate bodies. Briefly, a game of mirrors, whereas the deficiencies of one destort the intentions and other’s actions, with negative consequences on the overall development of those communities of research and didactics, which are no more communitites”(Margiotta 2014).

It is a reform, the one of law n. 240/2010, c.d. riforma Gelmini whichhas the objective of a sort of organic reorganization of the Italian academic system to promote the efficiency of the Athenaeums also in a view of sustainability.

But if this is the state of art the history of University, read through the paradigms of research which structured it, is complex and articulated.

We will not focus on this here, though what we want to underline is the contribution that some of these paradigms have had in the sinolo between research and didactics (Margiotta 2014) of the actual University.

We are referring, in such case, to a recent study on the theme of innovation applied to the twentyfirst’s century University when Margiotta (2014) affronta the delicate theme of the aristotelic sinolo between research and didactics.

But coming back to the story of the related models of knowledge, around the mid forties the paradigm that is behind the relationship university-innovation becomes enriched of new elements such as: heterogeneity, interdisciplinarity, multiplicity of the places of production, production in contexts of application (Gibbons, Limoges, Nowotny 1994). In this other element of complexification,
However, university is no more the main character of the processes of knowledge, but becomes one of the participants of the market of knowledge, also with companies, corporations, public and private institutions.

On a similar path of these studies, but in a different position are set Etzkowitz and Leydesdorff’s studies (1996; 2000; Leydesdorff, Mayer 2006) which theorized the process of change in act of University through the use of a metaphor, tematizzando the concept of the triple helics.

As well underlined by Margiotta “the helix represents innovation, while its shovels are made, respectively, by University, Industry and the young national governments. The analysis of the evolution of relationships between the three subjects makes emerge, especially in the last ten years, the triple helix configuration of the relationships between such actors of the global scene. L’analisi, condotta sia in senso diacronico che comparato, allows to register, at world level, the opinions and voices – invero convergenti – of the most accredited people in charge of the Dipartimenti academic Departments and research Institutes in France, China, England, Australia, Holland, United States, America Latina, Sweden, Germany, Norway. And the central observation is that not only organization, but also the idea of university itself are radically changing. And they have already changed; but not as a consequence of the coming of new technologies or economical processes of market and economy globalization, but as a consequence of the “re relocation” of the roles of production of knowledge, invention and education to which everyone of the quoted actors has been forced to by the sovrapposition and simbiotic compenetration generated by the same institutional relationships” (Margiotta 2014).

Therefore, differently from what Gibbons assumes, there is no idea of break with the past but the awareness of the different role of University. The academics refer to the Third Mission in which Universities have a role in the social and economic development. Such centrality assumes an even more specific meaning if we consider that Etzkowitz and Leydesdorff refer to a second academic revolution which, after the second world war, has again articulated and complexified the relationships between university, industry and government giving life to the possible strategies of economic growth and social change (Etzkowitz e Leydesdorff (1996; 2000). So, the distinctive characteristic of the triple helix’s model is the centrality of university which becomes motor of development and of the dynamic of local growth.
The helixes constitute, in fact, three institutional spheres which, together, give life to a new paradigm of knowledge. A paradigm in which university and the economic and public world dialogue constantly, as in the structure which characterizes them. The helix’s structure, in fact, sustains them if properly linked the one to the other, without cancelling, or avoiding but constituting a sort of interface which symbolizes the idea of innovation applied to University.

It is a model founded on a system of relationships that develop between university, private sector and public administration in their processes of cognitive and operational production that is able to favor development and innovation. It could also be the definition of an infrastructure of knowledge that is able to constantly interface with all social and institutional levels.

It is clear that the model of the triple helix arises in an economic dimension but we wonder, if properly declined in the peculiarity of the different scientific sectors, whether it could represent an answer to the difficulties of university in building a new knowledge paradigm. Is it possible to restart from a new idea of university which also becomes economic subject, patents research and changes its knowledge in small companies?

Of course, if it is true that in such idea of university society can benefit from the processes of knowledge, which are no more exclusively limited to a theoretical speculative sphere, isn’t it also true that it is not contamination which produces knowledge?

Is it only in a model of innovative activity founded on reciprocal interaction of the academic and entrepreneurial systems, supported by politics that it is possible to generate a society of knowledge for the future of the young generations?

Or, is it possible for a model that induces university to change into something different, that Etzkowitz and Leyesdorff define as Hybrid University, to reduce the scientific identity of the academic research?

Coming back to that reflection about the Aristotelian dimension which links research and didactics we are wondering to which role university of the twentyfirst century should look up to; could it represent that space of growth for the new generations in terms of research in knowledge and in professional culture? Or rather, should it be considered as a community of research and development for the ruling classes and help them “compete in reaching goals of innovation, cultural and professional mobility, personal establishment and empowerment on a global scale?” (Margiotta 2014).
It is therefore on the basis of such questions that we will try to think as a community of research and development.

We will try then to delineate, in the relationship between university and innovation, the probable pedagogic sceneries which consider the “politics of research” of man, as an active subject of knowledge, but also main subject of the processes of innovation and development.

2. UNIVERSITY AND INNOVATION. WHICH PEDAGOGY?

Therefore, if planning innovation means adopting models of reference of the European community strictly connected to the practices and scientific knowledge, our hypothesis which links research and university to a pedagogy beyond innovation cannot do anything but looking at humanity, in its complexity.

Therefore, before resting on the more specifically pedagogic declination of the relationship between innovation and university we intend to pause on some of the main documents which gave life to the European debate on the theme of Higher Education founded on a representation of the quality specifying the nature of the “politics of research”. These in fact refer to the “decisions, evaluations and value judgements (cfr. Becchi 1975) which constitute the elaboration of directions of general politics dealing with instruction and education, putting them into social and political systems in which economies most of all require the optimization of the school systems” (Gennari 2006/2015, p.390).

The idea of an innovation of secondary education which, right as underlined in the indications of the European Community, induces to a society of knowledge, requires an epistemologic clarification on the concept of knowledge.

The society of knowledge “presents as a society which has to invest in intelligence, a society which has to know how to teach and know how to learn: a learning society” (Calaprice 2007).

The society of knowledge has modified the sceneries in which are activated the processes of knowledge, that are no more relegated to contexts of learning and education, but, on the contrary, majorly shared and usable. That is why it is necessary to operate a filter inside the system of knowledge and it is indispensable, to reach the pleasure of learning (Portera, 2013), to know how to
choose inside the cultural pluralism with the awareness that knowledge cannot exist without thought (Gennari 2006/2015).

With respect to the European dimension of the studies and the international paths, the policies of research re find their fundamental origin in the Dichiarazione di Bologna (1999).

As expressed in the document, the Ministers proposed to promote the “necessary European dimension in secondary education, with a particular attention to the development of the curricula, to the cooperation between the institutions, schemes of mobility and integrated programmes of study, education and research”. After such agreement, there have been numerous documents and initiatives which reinforced the dynamics of development of the idea of European dimension of secondary education. In particular we are alluding to the “European Space of Secondary Education” also founded on an intergovernmental agreement of collaboration subscribed in the Conference interministerial kept in Budapest and Vienna in March 2010 with the aim of building a Space: “which is founded on academic freedom, institutional autonomy and the participation of teachers and students to the government of secondary education;

which generates academic quality, economic development and social cohesiveness; which encourages students and teachers to move freely; which develops the social dimension of secondary education; which favors the employability and permanent learning of the graduates; which opens to the outside and collaborates with other parts of the world’s secondary education” (Consolidating Higher Education Experience of Reform: norms, networks and good practice in Italy (CHEER).

University and business, university and environment are at the center, also of Forum on University Business Dialogue instituted by the European Commission in 2008, also in these cases the recurring elements are those of the empowerment of research, of the enhancement of competences of the workers belonging to the EU and of promotion of entrepreneurship (Commission of the European Communities 2008).

In such document, in particular, is delineated the necessity of building a link between enterprise and university in order to generate work and innovation that are together social, cultural innovation, but also economic growth for the communities of belonging.
In a recent study on the governance of the Italian and European Universities (Capano, Regini 2015) is highlighted how “in Great Britain and Holland it has been developed a system of institutional governance founded on the principles of New Public Management, assimilating the universities to subjects that are guided by market’s logics (c.d. “companionization”). Such system is characterized by the competition between universities at a national and international level, the progressive reinforcement of the internal leadership and the “businesslike” tendency of this, also obtained through the involvement of the athenaeum’s collegial bodies of external subjects representing the interests of society and of the different stakeholders. Even in the presence of the enduring differences between the British higher education system and the systems of the continental Countries, such “businesslike” ideology involved also these, Italy included (...) It has been therefore noticed how there is no incompatibility between the transformation of the universities in a businesslike look and the recent phenomenon of renewed centralization and hyper-bureaucratization, since it has been the actions and the mechanisms of this to guide the academic system towards adhesion to market logics. The underlined “companionization” and “businesslike” tendencies also have an impact on the institutional government, though in the diversity of the formulas adopted by the various Countries (Capano, Regini 2015 p.,21-22).

And it is in such business, company dimension that the idea of university has to be re thought.

Now in the analysis of some European documents it is possible to read an educative structure, because are all founded on a healthy competititon, that has to take place through research, innovation, and education, aimed at creating inclusion because the actions involved are often defined as of “fighting poverty”, or of ecologic and eco-friendly type, because it is rediscovered an element of responsibility in the care of the environment, areas and communities.

The interpretation of the educative dimension in the European documents conjugates with the necessity of a intertwined fertilisation (Commission of the European Communities, 2006) that is to say of building processes between education, research and enterprise, that are able to create a link between the job market and university so that, can synergically support the transmission of knowledge and innovation.
It is clear that if the relationship between university and innovation takes on the responsibility of the social, cultural and community challenges, there will be a lack of that dimension of self referentiality to which the research of the past years was oriented to.

On its side general pedagogy looks at the theoretical-practical recursion of its action. As Elia writes (2016), in fact, thanks to its character of adaptability which allows to take the challenges of society the pedagogical research is bound to reinforce that critical and problematizing reflectivity which supports the analysis and the interpretation of the educative issues in the context of the sciences of education. In such sense pedagogy is not a practical science but a science of practice since constantly committed in “evaluating its practical-planning dimension, and starting from the praxis and coming back on the praxis itself, proporsi as mediator of planning dialogues which allow to highlight the possible educative ‘interferences’ inside the most disparate contexts” (Elia 2006, p. VII).

So, what is the pedagogical scenery that opens in the “politics of research”? And most of all, to which responsibility is the dialogue between University and Innovation inspired, also in the light of the European Community indications?

Academic innovation and the future of young generations can be read through the dimension of political educative which represents “a new way of considering the relationship between pedagogy and politics, a sort of criterio regolativo of this relationship, insomma a metaphoric look which gives life to hypothesis of real political pedagogy which assumes an ontology, an epistemology and a political-educative deontology. In fact, in its symbolic dimension, it declinates on the ethical side represented by responsibility and interpersonal, intergenerational, and social care. Coming back to the phenomenological planning of political educative, the originary structures of education intertwine with the originary structures of politics determining a relationship of complementarity. To recap, the political educative has the objective of planning, through a pedagogical instance, all the places of community, structuring such planning in a constant and interdependent synthesis between the acted dimension and the thought one. (Lombardi 2015).

Planning the spaces and places of community in a pedagogical view means recalling the dimension of research and scientific knowledge generated inside society of knowledge to a new responsibility that is altogether educative, social, cultural, and human. But it is also relational because the policies of research are obliged to interface with molteplici interlocutors in an absolute temporal
dimension because research, so meant, stays in the present, uses the past to generate the future.

The dialogue between university and innovation can so become a pedagogic instance if able to contribute to man’s and citizen’s education, through the paradigm of abilities that are able to enclose the intellectual and ethical affective component of education itself (Baldacci 2012) and the complexity of educational processes.

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Reflections on the ICT Method in University contexts:
paths towards the construction of global knowledge

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1. THE INTEGRATION OF ICTS IN TRAINING PROCESSES.

Currently, there is no doubt about the role of technology as one of the great pillars of our society, especially those that favor the diffusion of knowledge and communication, such as Information and Communication Technologies (ICT). Its role as a means of communication and socialization, as well as its functions in search of information, have turned ICT into a fundamental element of our day to day life.. The introduction of ICT is transforming our society in all areas, becoming one of the most effective agents in relation to social change due to its relevance in society (Llorente, Cabero and Barroso, 2015). In this context, it is clear that the educational world cannot remain impasive, and must adapt to the new scenarios that arise, especially in the field of the integration of ICT in education. The educational system as a whole must respond to the characteristics of this society in order that the students can develop appropriately in the new scenarios that arise in both their future work and personal lives. Thus, the university environment, as a reference in excellence and educational quality, must respond to the demands of social demands by making an appropriate integration of ICT in their teaching practice. One of the biggest challenges is to develop competencies for future professionals, without counting on today's technologies and traditional pedagogical practices.(Bid, 2014, OECD, 2015).
With respect to the benefits offered by ICT to the educational world, we observed how one of the most relevant at the level of teaching-learning, is the possibility of playing a role as a motivating element, since students are in an environment closer to their daily routine. In addition, combining faculty explanations with the search for information, as well as other autonomous activities. Allows one to be able to capture students' attention (Colás, González and De Pablos, 2013, Correa and De Pablos, 2009, Sepulveda and Calderón, 2007). On the other hand, De la Herrán and Paredes (2012), emphasize the role of ICT in fostering the creativity of teachers, leading to innovative initiatives of various kinds.

As for the methodological aspects, we can affirm, in line with Wong, and others (2008), that there is a positive impact on the integration of ICT in education, since it makes a change possible in the teaching model, moving from a focused methodology in the teacher towards a student-centered one. Also, Sepúlveda and Calderón (2007) show that the use of computers in the classroom allows for a more active methodology, since the textbook is not the only protagonist in the classroom, as it no longer has the exclusivity to provide information, activities, Illustrations, and presentations, until now characterized by their linearity (De Pablos, 2009, Sepúlveda and Calderón, 2007). On the other hand, ICT provides new scenarios in the teaching-learning process, favoring, among other dynamics, work in pairs or work among peers, as well as cooperative dialogue (Area and Guarro, 2013, Sanabria et al., 2013; Casanova and Pavón, 2010, Area, 2009). Also, among the beneficial applications of ICTs, we must point out their role as enablers of the Inclusive School, since, according to Colás and Lozano (2011), we can affirm that the dimensions in which ICTs serve as support in the promotion of the Inclusive School are the following: access and universalization of education, offering online teaching systems that allow the generalization of education in areas or situations of difficulty; attention to individuality, with the great development of software destined to offer knowledge and educational competences of diverse characteristics with the purpose of attending to the different needs of the students; and, finally, intercultural communication, using the different communication tools available to us through ICTs for intercultural understanding.

Finally, there are numerous studies that reveal that the integration of ICT in the teaching-learning processes provides an increase in the quality of the teaching-learning process (Cabero, 2013a, Domingo and Marqués, 2011, Alonso et al., 2010 And Van der Westhuizen, 2009).
2. THE INTEGRATION AND USE OF ICT IN THE UNIVERSITY ENVIRONMENT.

In spite of the benefits previously observed and the rapid progress in the development of ICTs, their integration into education has not always achieved the expected positive impact. Sometimes students do not have the knowledge necessary to make effective use of ICTs; at other times teachers do not value the benefits of integrating them into the curriculum or classrooms (Chowdhury, 2009).

One of the great premises in the integration of ICT in the educational world is that it is not enough to simply introduce structures and computer resources, this fact is not enough to generate a pedagogical renewal (Donnelly et al., 2011, Cabero, 2010; Paredes, 2009). In this sense, we can observe on many occasions, how the use of ICT in the classroom is perceived as an innovative element, without considering the content transmitted through its use, its function or the scope of its application (Valverde et al., 2010). In line with Sepúlveda and Calderón (2007), we can affirm that in the majority of cases the only appreciable change is of a material type, partially replacing the use of textbooks by the computer, maintaining the previously dominant methodology.

On the other hand, another of the main difficulties that we find in the integration of ICT in the educational system is the poor preparation of teachers to introduce them into their classroom practice (Cabero, 2013b; Valverde et al., 2010). Schools do not have a consensual project in relation to the use of ICTs and, consequently, many of the didactic practices carried out with the new technologies do not represent a real innovation or improvement with respect to traditional teaching practices (García-Valcárcel and Tejedor, 2010). Therefore, teachers' lack of knowledge of both the use of ICTs from a purely instrumental point of view and innovative activities based on them, from a more methodological perspective, make it difficult to implement ICT in the Educational context. In this sense, we find Donnelly and others (2011), who identify as main difficulties: the lack of knowledge of teachers in the use of ICT, as well as innovative activities based on them.

Another essential element in the implementation of ICT in schools is the traditional organization and culture of the school, i.e., the difficulty of ICT innovation processes when trying to break or transform the established norms of the School center In this context, it is difficult to produce the great changes that augured the integration of ICT in the classroom (Alonso et al., 2010).
Among the main resistances found in the use of ICT, we show:

- Traditional school culture.
- The use not only material of the TIC but as a means of learning.
- Teacher preparation.

The proposal of De Pablos and others (2010) is interesting, proposing three levels in relation to the implementation of ICT in the educational system: "Introduction, Application and Integration". If we want to achieve a level of "Integration", identified with the full incorporation of ICT in the education system, we must overcome the two previous levels. The "Introduction" stage implies the corresponding provision of the means to the educational centers and their familiarization by the teachers and students. The next stage, "Application", is in situations in which a knowledge or instrumental mastery is overcome, that is, the basic pedagogical applications of these means are discovered in each specific field of teaching activity. Thus, research indicates that the introduction of ICT in schools is basically at the first levels of "Introduction and Application" (De Pablos et al., 2010).

3. THE UNIVERSITY FACULTY IN THE NEW TECHNOLOGICAL SCENARIOS.

In response to the problems discussed above, several studies appear with the aim of establishing guidelines or advice that facilitate and optimize the use of ICT in the educational world. Thus, we find Wong and others (2008), who explain the importance of the role of organizational intervention, specifically in relation to the style of leadership established in the educational center, highlighting the benefits of transformational leadership in the implementation of ICT in classrooms. In this line of thought, the research carried out by De Pablos et al., (2008) argues that in schools with leaders or management teams that have a greater understanding of the diversity of ICT practices, success in the processes of ICT integration in the classrooms are larger.

On the other hand, one of the highlighted dimensions, both in the problems and in the facilitators for the integration of ICT in education, is the teaching staff. In this sense, we can identify two large facilitator blocks, the positive attitude
towards ICT, and teacher training at the instrumental as well as methodological level (González, 2011, De Pablos, Colás y González, 2011, Cabero and Romero, 2010).

As for the process, Sepúlveda and Calderón (2007) remind us that great changes do not occur at high speed, but require experimentation, reflections, small transformations, training to see more clearly where to direct the efforts, and, above all, an intense search for spaces of reflection in which to share difficulties, achievements and projects, in which one cooperates in tasks and advance professional knowledge. As a result, education professionals must invest more time, dedication and effort.

Other factors that stimulate a beneficial use of ICT in education are: institutional and / or professional recognition of innovation, followed by good coordination and teamwork, commitment and initiative on the part of teachers and ICT skills and preparation of those responsible for innovation (González, 2011). According to this idea, De Pablos et al. (2010) emphasize the importance of the human factor in the integration of ICT in the educational world, since it is the axis that defines and on which the whole process is supported. Along these lines, Chikasha and others (2014), emphasize the importance of teachers' commitment to innovation, change and, consequently, the integration of ICT in teaching-learning processes.

4. A FEW CONCLUDING REFLECTIONS.

According to the role of adaptation to the social demands that the university has, it is impossible to imagine a teaching scenario in which the use of ICT is not considered. In this sense, technology opens a new stage in teaching-learning processes, as well as administrative processes and services in addition to research and training. ICTs are extolled as one of the fundamental pillars in the construction of knowledge, reaching to configure the current training in the university world, combining presence and virtuality in all its forms, in addition to merely purely virtual. Thus, ICTs offer new possibilities, such as training directed towards sectors of the population that have difficulties in regular access to classrooms, the continuity of lifelong learning by adapting more effectively to the personal and work needs of students or multiplicity of forms and modes of communication, experience, valuation and social transformation (Duart, 2005).
In relation to the benefits provided by the incorporation of ICT in the university field we find: the ease of access and management of information; the transversality that incorporates the processes of management, training and investigation; progress in the organization of innovation, by improving the logical structure; the understanding of contents from multimedia materials; stimulating study independence, reducing dependence on traditional teaching-learning processes; the expansion of communication between faculty and students, and openness to other members of the scientific community; and, finally, the development of ICT competences in teaching staff and university students (Bosco, 2005, Duart and Lupiáñez, 2005).

As an overall view, it is essential to determine the frequency in the use of ICT tools in the university, thus we find the ones that obtain the greater use are by the university teachers of the multimedia presentations, the web browsers, the projectors, tools for the management of courses such as virtual platforms and email. On the other hand, ICT tools with less frequent use would be the creation of content and web pages, content software, programs related to image processing, programs related to control or discipline as well as teaching practice through multimedia classes (Thanh, Vinh and Ab, Keengwe, 2006). Likewise, Brilla and Galloway (2007) agree that projectors and the Internet are the most frequently used technologies in the university field. Therefore, the use of video games, simulation games, mobile technology devices and web publishing tools are relegated to exceptional cases in university teaching.

In this paper we will examine the importance of ICT in the use of ICTs and ICT in their daily practice. However, this recognition of ICTs is subject to the tools that they usually use (Thanh, Vinh and Ab, 2013, Nicolle, 2005), highlighting the positive influence exerted on student learning (Brill and Galloway, 2007). In this sense, ICT innovation in the university would be related to the teacher’s view on the tool’s advantage, compatibility, complexity and viability of its use (Rogers, 2003).

The institutional limitation, produced not so much by the resistance of the people that make up the institution, but by the structural rigidity of the same, and this fact stands out as one of the main obstacles in the introduction and use of ICT in the university environment (Duart and Lupiáñez, 2005). Furthermore, there is the assumption that the introduction of ICT tools alone leads to the transformation and improvement of teaching as practiced at the university level (Bosco, 2005).
The attitude of university faculty towards the integration of ICT is one of the fundamental factors in the optimal application of ICT. In this sense, the positive attitude of university teachers towards the integration of ICT in the curriculum increases, as they increase their use of technological tools (Thanh, Vinh and Ab, 2013, Loague, 2003). Also, the degree to which technology has been integrated into teaching practice is directly related to the accessibility and level of use of ICT teachers (Loague, 2003).

On the other hand, the study by Hall and Eliott (2003) shows us another of the main factors in the ICT integration process, considering how the institution plays a fundamental role in the integration of ICT in the university, by relating the disposition of teachers to integrate ICT in their practice with the pace at which the institution is able to integrate and update ICT tools in the teaching-learning process.

In addition to the above, other factors and measures facilitating the introduction of ICT in the university field would be: regular institutional support for improvement initiatives incorporating ICT; The establishment of a strategic institutional policy to be implemented in specific plans related to the introduction and use of ICTs; the promotion of an institutional culture that values the introduction and use of ICT in the university; the motivation of the management teams in the strategic processes of use of the TIC; obtaining the necessary infrastructure for the development of ICT initiatives; the provision of resources for the development of digital materials; the creation of internal or external alliances in the processes of introduction and use of ICT; as well as the establishment of incentives for teacher training in order to foster collaboration in the creation of interactive materials and new methodological strategies in relation to the use of ICTs (Bosco, 2005, Duart and Lupiáñez, 2005).

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1. INTRODUCTION.

Violence characterizes the human condition. At the same time it is a social problem, expressed in several ways, whose manifestations must be contextualised and historicised in terms of rape, domestic violence, sexual abuse, bullying, homophobia, racial, ideological or religious denigration, emotional abuse, verbal and physical harassment, self-harming and, on a different scale, war and genocide. All of these problems blight the contemporary moment.

Nonetheless it is a blind reality, one which is difficult to think about, where symbolic mediations are lacking and rules or bonds are breached. Thus, in a male-dominated and violent society, women become victims of their bodily needs and female vulnerability (Gonzalez-Arnal et al. 2012). The alarming growth of such violence and its mortal consequences raise questions about the factors that drive or encourage the phenomenon and possible measures to control it. Dealing with violence is an important issue for education, as the places of formation itself – such as family and school – can become violent places where youngsters may undergo some form of vexing by peers or reference adults (Miller, 2005).

Hence the importance in education of a critical reading of interpersonal violence, sexual harassment and heteronormativity. There is an urgent need for inclusive research programs that analyse the androcentric biases present in the current lines of investigation and methodology so as to improve our understanding of gender-based violence and design appropriate interventions in training plans in terms of educational practices and cultural relationships.

On the other hand, the drama of violence cannot be fought only by the rigour of the law, the certainty of the penalty and the protection of the victims. It is
necessary instead to rethink human relationships and in this respect, education is the best means to achieve this (Marzano, 2013).

The focus is on the media, especially television, whose portrayal of stereotypes particularly involves teenagers. Indeed, the issue of gender-based violence in today's society may be regarded as an outcome of a process of miseducation and dehumanisation on a global scale, which also filters into media systems. Despite the influence of the women's rights movements of the mid-20th Century which offered some hope for the creation of a more equitable media system, much of our contemporary media continue to construct a distorted view of the world. In such a scenario, gender has been presented in a stereotypical manner, the representations of women are increasingly conformist and women in the flesh appear dispossessed of their potential. Moreover, although female status has changed in the family (thanks to higher female employment and a consequent change in the balance of roles between partners), in work environments and in civil society during recent decades, contradictory and problematic factors show how an effective equality is still far from being achieved (Tinker, 1990).

What can we do as educators to confront gender-based issues?

In Italy at the end of the nineteen-eighties, the question of sexual difference became a topic of research and debate (Ulivieri, 2007), promoting systematic studies of a subject’s construction and identity, formative processes and women’s educational paths, calling for a reinterpretation of the purpose of education.

Following the aforementioned reflections, having worked on the issue of gender-based violence and considered various aspects of the phenomenon, this paper is the result of an analysis carried out by the Interdisciplinary Laboratory of Studies and Research ‘Donne Genere Formazione’ (Women Gender Education) 20.

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20DGF Lab was established in January 2010 at the Department of Humanities, University of Naples Federico II (www.dgf.unina.it). It involves a research team that, within the framework of feminist critical pedagogy, develops methods and instruments of pedagogical research, both theoretical and experimental, by means of teaching workshops, active methodologies and experiential approaches.
2. GENDER-BASED VIOLENCE: A WIDESPREAD PHENOMENON IN ITALY.

In Italy, the increasingly used and emblematic expression 'femicide' indicates a form of physical elimination (murder) of women by males (according to the 2014 statistics the population of interest in question consists of women aged between 16 and 70 living in Italy - Istat 2015). This is a clear indicator of a much larger problem that the country has yet to fully deal with: violence against women. There is a collective reluctance to acknowledge the problem although its terrible effects and escalation are there for all to see.

Despite legislative progress and research by international organisations and research centres on the prevalence of this issue, the phenomenon still appears invisible to the collective consciousness. Oppression persists as a result of strategies fed by an ancient patriarchal model, conditioning social bonds. Violence against women is frequently the extreme consequence of stereotyped forms of sexism and gender roles (Arcidiacono, Di Napoli 2012). It is a social indicator of a more profound and unspoken crisis in the relationship between men and women. Sometimes new representations of supposed feminine ‘freedom’ have fostered old patterns of maltreatment in a renewed form, generating a benevolent sexism, making it harder to define its forms (Volpato, 2011).

Journalist Riccardo Iacona highlighted the fact that in Italy nobody wants to take responsibility for speaking out about femicide and given this silence, violence against women appears to gain tacit social acceptance (Iacona, 2012). The reporter calls it ‘our Afghanistan’ and Italian culture and education are responsible for this, too.

It is a kind of endemic gender violence, whose spiral is often supported by the connivance of women themselves in a complex socio-cultural interweaving, where the major role is played by internalised insecurities or by an education in a state of permanent distrust and symbolic alienation, determined by women’s dependence as a result of male expectations (Bourdieu, 1998).

The larger issue is about the persistence of a culture where women are not viewed as equal to men, because in Italy, the family structure is considered more sacred than the lives of the women in it.

Italian women are still most commonly associated with the stereotypical images of ‘Mama’ or ‘Wife’, nurturing domestic woman while domestic violence is pandemic but not always perceived as a crime because the male perspective is accepted as dominant and reflects how gender relations stand in the country.
For example, consider the impact the media has had on the collective imagination, representing the relationships between the well-known ‘Papi’ (Berlusconi) and his lovers. Consider too the apparently liberal proposal of more than one political leader to reopen brothels and regulate prostitution, thereby appointing women as managers of themselves and their own bodies, under the pretext of clearing urban contexts and segregating sexual commerce in normalized ghettos. This was a false proposal as prostitute-managers are few in number and many more prostitutes are compelled by economic necessity or the threat of violence to take up this work. The proposal hides an ancient and abiding idea that the feminine body is marketable and potentially for sale. It is defined as the ‘sexual contract’, that is, an implicit agreement – previous to the social contract – that men establish over women’s bodies, making women a dependent class, unable to govern themselves, their bodies and their functions in society (Pateman, 1988). Once more the superiority of masculine sexual right is broadly affirmed and men are acknowledged as the owners of women and their sexuality.

Brutality often takes shape following a spiral of recognisable steps that mark the transition from a calm cohabitation to increasing conflicts, escalating, in some cases, to murder. Although there are always very clear warning signs, such as a woman is submitted to daily bullying, this escalation is difficult to thwart due to the omerta, that is, the code of silence surrounding the victim and her tormenter. She who suffers is isolated and left to her own destiny because this is the way it should be. Likewise, the paradigm of ‘honour and shame’ had justified several cases of murder as ‘honour killings’, abolished in Italy only in 1981.

Furthermore Italy shows itself to be hostile to women, as evidenced by its gender gap and the absence of equal opportunities, the problems of harassment and inequity in the workplace, and women’s unequal and other inadequate living conditions such as the actual models of welfare which are indifferent if not adverse to supporting women.

Laws and shelters may protect women from their abusers to an extent and may represent important steps to be taken, but until Italian society changes its cultural attitudes towards women’s rights and recognises women’s fundamental humanity, domestic violence will continue.

Therefore, we are still far from eradicating the seeds of discrimination present in the male imagination and originating from sexual reproduction as biological difference, transformed in that disparity that resides in the imaginary male and not only, and it originates from sexual reproduction, the biological difference,
from time to time characterizing subordinated roles for women (Covato, 2007; Chodorow, 2012).

3. THE ROLE OF MEDIA.

Media in general and television in particular, promulgate distorted versions of reality, and are designed for entertainment purposes that often include patriarchal formulations of gender roles.

Despite women’s and gay movements that have proposed a different image, the media continue to build stereotypes and false images and several examples can be offered to support this position.

Women’s roles are discredited through information channels and broadcast TV. For example, women’s bodies are exhibited as an instrument of affirmation and social control (Zanardo, 2010); the conflation of love and violence (Melandri, 2011); false revenge; subservience; and the seduction of compliance to male expectations for their own benefit (e.g., money, career, success). In some media depictions, escorts become enterprising heroines (Marzano, 2010). Sexualizing instances suggest degraded images of females, which women hardly oppose and they may even have internalised these ways of thinking and being. In the past, they were victims of a power that relegated them to remaining inside their homes. Today this same power confines them inside symbolic cages where countless conflicts originate regarding pleasure and the female body which overshadow women’s desires and make public and private, the ambivalence of love and power of the family still being impossible to reconcile.

In the media we turn to two important phenomena: the sexualisation of the body and self-objectification, which refer mostly to women, even if recently this has become no longer gender-specific and involves children as well.

As far as the first phenomenon is concerned, the messages convey the hyper-sexualisation of the woman – reduced to an object – and the hyper-masculinisation of man. They go together and reinforce one another. During the last few years, machismo and its related emphasis on physical strength, the negation of emotion and emphasis on sexual dominance has accompanied the obsession with muscle power in the representation of man. Sexual instances do not spare children: advertising portrays them as young adults and they
accordingly adopt the same attitudes and seduction strategies in order to fulfil consumer needs.

In the second case, being reduced to body-objects leads women to interiorise the observer’s look, that is the masculine one, centred on the correspondence between physical features and dominant aesthetic canons, the obsession for body control, feeling shame and inadequacy about one’s own physical representation, with the risk of employing extreme corrective practices that can lead to eating disorders and cosmetic surgery (Fredrickson et al., 1997). In other words, the experience of the self is reduced to mere exteriority. It forgets the person’s competences, motivations, emotional consciousness and inner states.

Early overexposure of children and teenagers – two major categories of assiduous TV spectators – to bodies influence development in a period – childhood and adolescence – when the capacity to elaborate images of this kind at a cognitive, emotional and physical level is not yet acquired. Self-objectification is increased, spreading a stereotyped vision of roles that leads to the person being considered a sexual object.

Several studies have demonstrated the existence of a relationship between self-objectification, shame about self-image and psychological distress in both genders (Fredrickson et al., 1998; Szymanski, Carr & Moffitt 2011). Some research shows that there is a possible correspondence between the exposure to the images offered by the media - sexually objectifying – and their consequences such as eating disorders. In the past few years, this process of the emotional and relational attack on subjects perceived as more physically or psychologically vulnerable, leading to their objectification and their consequent dehumanisation, has moved from traditional media to new technological devices. The increasing number and serious nature of cyber-attacks and their consequences are increasingly becoming a real social emergency, requiring someone (educators, researchers, administrators and authorities) to adopt corrective measures.

In this way, in the absence of ethical references, the Big Other (Žižek, 1999) – the structure organizing our reality, the Superego substituted by a ‘power’ with no face in its obscene implications – perversely collapses in the media, revealing its true face, accepting what is apparently refused by conventions and is connected to unbridled enjoyment. In this sense, it performs the role of mass culture representative. While in the past society’s rules induced the individual to repress pleasure and enjoyment, today’s postmodern spectator is forced to seek enjoyment according to trash or kitsch canons.
Therefore, bio-capitalism leads to a symbolic violence against the feminine that is as detrimental as the economic one, since objectification is a form of dehumanisation, reducing the individual to an object and a commodity. Value has nothing to do with personal competencies and characteristics but lies in the unique capacity of employing sexual attraction (Volpato, 2011). Hence the need to enquire about the origin of this symbolic violence, bring to light prescriptions, values and cultural codes at the base of gender roles and consequently for the various images of the feminine and masculine that press, media and common parlance present.

Sometimes the media support the paradigm of the victim responsible for her victimisation, making the passage between rationalisation and acceptance of other forms of subjugation easier. The woman in question is responsible for her behaviour and destiny (Barry, 1995). In this way violence is passed off as unavoidable and invisible. An essential ingredient of the genesis of violence is the perception of the other as not a human being but as a ‘partial object’, acting as scapegoat for the mixed feelings of powerlessness, rage and grief of the mugger (De Zulueta, 1999).

Besides, a powerful manifestation of today’s cultural sadism must not be overlooked: let’s take pornography, whose consumption has a strong influence on the perception of the relationship between the sexes, with important consequences on psyche and behaviour because the woman is identified as ‘a sexual being sexually serving man’ (MacKinnon, 1993).

4. CHANGING THE MINDSET.

Assuming that choices regarding personal and sexual relationships are a personal matter (provided that the person who educates has the duty to help the subject to understand himself/herself and others, and to develop the capacity for making responsible choices), our educational proposal is to educate young generations to respect themselves and others, to be conscious of their and others’ intrinsic – not instrumental – value and to recognise the dignity of human beings irrespective of the approval of others, without imposition and violence (Testoni, 2013).

Following the reflections of critical feminist pedagogy the focus is not only on teaching and learning processes in terms of critiquing the media, but also on its politics, contents, reception and use, with the aim of revealing structures of oppression, power games, subordinate positions and epistemology that are an
alternative to prevailing doctrines (Luke & Gore, 1992). Therefore, the teacher is responsible for creating educational environments centred on the appreciation of difference and experience through a reflective methodology, behind a curriculum centred on the development of social skills aimed at the management both of violent impulses and gregarious modes of behaviour (Marone, 2012). From this perspective, narrative devices facilitate the affirmation and the expression of identity, the legitimacy of subjectivity referring to personal knowledge. Starting from themselves makes students understand in what way violent behaviour reflects their reference values and their social roles.

The subject is constitutionally exposed to the loss of self and to the other’s desire as an indispensable dimension of the Ego and this entails the fear of being vulnerable to the Other. This fear cannot be overcome by entrenching oneself in defensive positions or identity castles – by restructuring the offended narcissism, thereby risking fundamentalisms and intolerances – but by put on stake the desire to find the ‘Other’ (Pulcini, 2003).

Nonetheless, the prerequisite of any educationally significant relationship is everyone’s right to be acknowledged as unique. In effect, feeling unique and accepted in one’s own originality and peculiarity means to feel a subject. Nevertheless, we achieve this concept only thanks to the relationship with the Other with whom we must learn to relate and who we must learn to imagine (Spivak, 2002). This experience should be undergone in educational situations, in the family as well as at school and in other socio-educational contexts where the witness goes through the educational function of the bond (Recalcati, 2012).

Therefore, the inter-subjectivity brings the subject back to the discovery of an Other apart from self and consequently of his/her own personal identity. The loss of mutual identity lies at the base of the profound distress of our civilization, while ‘dealing with difference’ allows for the opening to the understanding of our own inner world (Benjamin, 1988).

The main objective is to enable students to evaluate whether the different social practices and discourses that characterise society bear the sign of oppression against women and homosexuals. A further aim is to know how to investigate where a gender or a particular sexual orientation is in a privileged position or not (Kanter, 2013).

Again, in order to contrast the corrosive message of an image inventory responding to the criteria of the market, there is a need for an educational project
where cultural knowledge contributes to suggest an alternative, conscious and political use of the media in a democratic sense (Marone, 2012; Marone, Napolitano 2016).

It is likewise important to propose to adolescents, under forms adequate to their age, the problems sexuality presents in personal, social and cultural life at different levels in everyday life. This approach inserts topics that are considered of immediate concern and too demanding to be delegated to families, ones which are usually subject to silence and censorship.

The body always has to deal with education, particularly in the context of the classroom, a place where different bodies – who reflect different meanings, experiences and desires – meet together to learn, interact and produce some sort of knowledge (Iori, 2006). Nevertheless, this meeting is seldom pacific and democratic. The sexuality of the individual is utilized this way in order to offend and in these specific cases must be counterposed to the conception that recognises the importance of human relationships and the need to appreciate the other.

We must think about education as education regarding difference and its plurality, not simply ascribable to a ‘masculine’ and a ‘feminine’. The existential experience cannot be reduced to the sexual question with its anatomical references that is just one of the aspects of a more complex search for a personal life path.

In order to teach girls to overcome stereotypes to achieve their aspirations and a different future (Ulivieri, 2007), to bring out their aggressivity in a productive way, to achieve more responsive and intimately satisfying goals, this pedagogical proposal goes in the direction of a relational project, as the individual is able to actualize an ontological freedom through a necessary cooperation with others, as well as the existential project of the other merging in the personal one. In this relationship the difference always subsists and marks the limit of each one, to enable the meeting without damaging the other. Placing the commandment of ‘do not harm’ before ‘do love’, seems to us to be a very interesting educational proposal (Irigaray, 2011).

21From the individual one, to the familiar one, from the evolution of customs and mentality to the vision of social and working roles connected to sex; from questions related to biology and reproduction to ethical, psychological, legal, health but also literary and artistic problems.
5. ON A FEMINIST PEDAGOGICAL PERSPECTIVE

Forms of feminism are also broadly defined to include a range of ways of understanding gender and power in culture, relating these to other inequalities.

This line of educational feminist intervention views the media as tool to raise awareness of social and political issues and enable the development of critical individuals, through the recognition of the ways in which ideas are built, reflected and reproduced (Luke, 1994).

In this context, pedagogy has a pivotal role in the construction and transmission of gender patterns in ‘critical’, ‘anti-racist’ and ‘resistance’ perspective: as it not only analyses the role that educational systems can play in producing social exclusion and discrimination at different levels, but also reveals the domain devices exercised towards the most vulnerable and in greatest difficulty. At the same time, assuming that that neither the subjects nor the objects of research and educational work are neutral, but gender-biased bearers of different experiences and knowledge, this pedagogical approach revisits knowledge, cultural artefacts, languages, educational relations, teaching methods and contents within an educational system in which equality of rights does not mean equalisation of identity: this pattern teaches us to ‘imagine the other’ as an antidote to epistemic violence and stigmatisation (Spivak, 2002).

Similarly education includes not only the formal, apparent pedagogies offered in educational institutions such as schools and universities and the hidden curricula of such organisations, but also the informal and often unnoticed pedagogies of, for example, material and popular cultures and the media.

In short therefore, the purpose of this study is to feed critical thought and debate on the need to dismantle the socio-cultural paradigms and on conventional education theories as a tool to combat and prevent gender-based violence. Thus, we may wonder if and how the training intervention aimed at the recognition of the symbolic and cultural artefacts investing young daily viewers can refer to the narrative form while preserving the cognitive aspect, the ability to construct knowledge by deconstructing stereotypes and promote a culture of citizenship based on equal opportunities.

Both emotional and professional research observations are designed to detect interactions that encourage awareness of the relationship between the intra-subjective and the inter-subjective dimension, while narrative methodology may
prove a useful tool for generating criticism of subjectivity, recognising and transcribing self-referential models released by the ‘virtual’ TV, promoting real pathways that are less individualistic and more participatory, based on comparison with otherness.

6. BIBLIOGRAPHIC REFERENCES

1. INTRODUCTION

The academic reform recently applied to the Spanish university system has led to structural changes on the institution with the objective of boosting its engagement with modern societies’ realities. Thus, “Spanish university system has considered the importance of gaining competences to promote professional practices and adjusting the university system per employers’ requests” (Suárez, 2014).

It is important for university students to learn how to effectively manage their time to complete their assignments. In the new era of knowledge, as explained by Druker (the father of “management concept”), employees are required to be able to complete several tasks at the same time, being no longer just tools for creating things, but rather becoming the result of their own work. A knowledge worker’s main characteristic is to produce knowledge or ideas which would be ultimately evaluated by the society (García, 2010).

Recently, the University has been involved in an adaptation process that would facilitate its approach to the labour market’s agents, as the society is currently attending to an increasing number of occupations and professional careers,
resulting of the structural transformations that had occurred in the labour market
during the last years (Cajide et al., 2014).

This situation has ultimately led to a change in the mindset of the students, as a
life-long job is no longer considered to be the only career path, and rather they
should design their own professional trajectories by developing skills and
capabilities to accommodate themselves to a variety of working environments.

Among the applied research developed in academia, the priority should be to
develop time management-related skills programs, especially when considering
how demanding modern societies are. Time is resource freely available to
everyone, but it is not flexible nor expandable, and the merely decision that we
can do related to our time is to use it efficiently or not.

However, while critical advances in time-management related digital technologies
have been carried out in the last decades, their application in educational settings
is still uncommon and somehow, limited to research experiences. While the
application of personal management software is heavily extended and
encouraged in professional settings, applications (such as the ones described in
this chapter) are not systematically taught as part of the academic curriculum.

This situation could potentially have important consequences in student’s
employability, adaptability to new technologies and educational experience. First,
private companies and potential employers expect students be both, familiarised
with these web-based tools interfaces and to have first-hand user experiences
managing projects with similar tools. A clear mismatch between labour market
expectations and student’s skillset can be produced, diminishing student’s
employment opportunities.

Second, students with better knowledge, expertise and competency with web
tools and time-management software can adapt easily and faster to new
technology adaptations in either, their academic life or their professional
environment. Third, if time-management tools are expected to improve project
development, competence acquisition and learning experiences, students with
deeper knowledge of these tools find themselves in an advantageous position
when compared with peers without these experiences.

Therefore, in the following chapter an education experience where web-based
tools for increasing time-management awareness and efficiency is described. This
experience has the ultimately objective of providing information not only of the
benefits of conducting and proceeding with such experiences, but also technical
details of the available tools. Lastly, in order to gain insights of how software selection could be done, a tool is selected in accordance with specific objectives and aims.

2. EXPERIENCE OBJECTIVES

The main objective of this experience was to select a comprehensive web platform that allowed students to improve their time management skills, and ultimately, facilitated the acquisition of necessary competences and skills via a problem-solution approach. However, no web tool is expected to be perfect in all educational situations, and these web applications should be carefully selected considering the specific goals of each class and course in which they are intended to be applied. Therefore, a sequential approach was applied for selecting the most appropriate tool for “Planning and Management of Socio-educational Programs” course:

- To describe actual time management strategies at university level. It is important to understand the specific characteristics of the university environment and how those relate with time-management skills.
- To depict which skills, knowledge and competences were to be acquired at the end of the course
- To review which web 2.0 tools were available at the moment of this educational experience. To define a selection criteria that reflect the specific objectives and challenges of the course, and to proceed with a technical review of the applications to meet these criteria.
- To select an application, understanding which results are to be expected from a real application of this experience and the introduction of web tools in time management situations.
3. TIME MANAGEMENT METHODOLOGY AT UNIVERSITY

Time management grows in complexity as the several individuals’ schedules are intended to be organize, either because others are supposed to provide deliverables, or to start our own work or because the responsibility of the project relies on a team.

When preparing this experience, it was taking into consideration that “to learn how to work on a team is not only an additional skill, but also a reinforcement for other areas, such as individual’s participation. To work on a team also means (for individuals) to learn how to interact with others, to participate, to be humble, to be innovative and to be solidary” (Carballo, 2012, 189).

Previous research on the field (Cabero and Martin, 2014) showed that students with higher perceptions towards both, working in team’s settings and its related features, together with an adequate time management, led to the development of a methodology that involves individual and interpersonal factors. Occasionally, the combination of those factors could also lead to problems between the members of the group, ultimately hindering the quality of the resulting work. Therefore, working groups are a double-edge tools, promoting extra motivation towards the completion of the project, but also potentially being highly time-consuming and ineffective environments.

Team working (Soto, Castillejo, Barberá & Juan, 2014: 1287-1288) is a method based on a positive interdependency of the group’s members, where everyone is forced to trust the other members of the group to achieve project’s goals. Thus, each member’s work lastly affect the group’s performance.

In consequence, we focus our experience in the time management skills from a working team perspective. Even when every student should individually schedule his/her tasks first, we focused on the moment when individual’s schedules are shared with the group, trying to reach consensus on how to distribute the different task of the requested assignments.
4. OBJECTIVES, EXPECTED COMPETENCES AND DETAILS OF THE COURSE OF APPLICATION.

In the following chapter, the experience derived from the course “Planning and Management of Socio-educational Programs” is examined. This course was selected due to the important relationships of the main skills developed by the students that take part of the program with overall time management abilities. More specifically, three main skills were identified as highly relevant for the experience’s purposes:

- GC 22. To manage and coordinate entities, equipment and groups, based on different context and needs.
- GC 23. To lead and coordinate schemes, programs, projects and socio-educational centres.
- GC 24. To monitor schemes, programs, projects and socio-educational centres.

As all the skills are needed when overlooking of several groups, different activities or supervising working teams, the link between those capabilities and time management is not only clear, but straightforward. In many cases, the exercise of these competences would lead to the delegation some of the assignments to other groups while maintaining the responsibilities associated with being the coordinator of these programs or projects.

The selected course was a compulsory course (6 ECTS credits) and programmed to be taught during the second year of the Social Education Degree. During the course, students are assigned to complete two main assignments: developing a program and a project related to socio-educational interventions. Students are therefore required to form working teams, which are free to allocate duties and responsibilities. During the course, students were introduced to the tool used for completing their projects.
The presence of multimedia tools has increasingly grown during the last years, playing an important role in almost every learning environment. Examples could be found on the use of videoconference applications, the development of presentation tools such as Microsoft Office Power Point or Prezi or the generalized use systems for sharing information such as Dropbox.

Those mentioned technologies, among others, were created to find solutions for facilitating people’s work, where plenty of those new technologies are related with project and time management. The University has also been involved in this technological revolution, forcing a continuous renovation of the professor’s knowledge about what the WEB and ICT tools should offer to them (Belando-Montoro, 2014).

Internet tools were searched, describing those that would ease not only time management tasks but also the project activities (by providing further services related with internal group management) and that would foster the completion of the course’s assignment. Several applications were selected, paying attention to those whose features allow the coordination of the group without the necessity of arranging personal meetings (avoiding difficulties associated with scheduling meetings between students). All the information presented here has been carefully extracted from the website of each of the applications. The following criteria was applied when selecting the applications:

1. The use of the application should be free for the students to use.
2. It should be multi-platform, including a mobile phone or tablet application.
3. The professor/coordinator of the project should be able to oversee the developing process of the different tasks related with the project.
4. The interface should be user-friendly and it should have Spanish language support.

Following the criteria stated above, a table showing the main characteristics of the most widely-used applications was created.
### Table 1. Applications for project management and their main characteristics

<table>
<thead>
<tr>
<th>Application</th>
<th>Free software</th>
<th>APP</th>
<th>Social</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Toolea</td>
<td>Free use/Pay-per-use</td>
<td>Yes</td>
<td>Yes</td>
<td>Spanish</td>
</tr>
<tr>
<td>Qubity</td>
<td>Free use/Pay-per-use</td>
<td>No</td>
<td>Yes</td>
<td>Spanish</td>
</tr>
<tr>
<td>Nozbe</td>
<td>Free use/Pay-per-use</td>
<td>Yes</td>
<td>Yes</td>
<td>Spanish</td>
</tr>
<tr>
<td>Teuxdeux</td>
<td>Free use/Pay-per-use</td>
<td>Yes</td>
<td>No</td>
<td>English</td>
</tr>
<tr>
<td>Do it</td>
<td>Free use</td>
<td>Yes</td>
<td>No</td>
<td>English</td>
</tr>
<tr>
<td>Things</td>
<td>Pay-per-use</td>
<td>Yes</td>
<td>No</td>
<td>English</td>
</tr>
<tr>
<td>Producteev</td>
<td>Free use</td>
<td>Yes</td>
<td>Yes</td>
<td>English</td>
</tr>
<tr>
<td>Toodledo</td>
<td>Free use</td>
<td>Yes</td>
<td>Yes</td>
<td>English</td>
</tr>
<tr>
<td>Facilethings</td>
<td>Pay-per-use</td>
<td>Yes</td>
<td>No</td>
<td>Spanish</td>
</tr>
<tr>
<td>Trello</td>
<td>Free</td>
<td>Yes</td>
<td>Yes</td>
<td>English/Spanish</td>
</tr>
</tbody>
</table>

The possibility of associating these platforms to programming schemes (e.g. Gantt schemes) was taking into consideration, given their well-known benefits in terms of the improved efficiency and quality of the results. Moreover, not only the possibility of creating groups of contacts was positively considered, but also how the application facilitates the interaction between and within-group was evaluated. Lastly, the existence of internal message system was also assessed, as it facilitates the student’s progress supervision by the coordinator.

### 6. RESULTS

Three applications were found to meet all the criteria cited above: Toolea, Nozbe and Trello. All of them have a version in Spanish language and the three of them are designed to be highly user-friendly, allowing for a smooth learning curve when starting to work with the application. All of them have specific apps for mobile phone/tablet and enable internal communication between group members. The three applications provide specific premium features in pay-per-license version, but the free version is optimal for this course’s requirements.
Toolea: Toolea is a Spanish application designed for business virtual management where several individuals can participate in the same project (previous accessing to an individual invitation).

![Toolea website](https://toolea.com)

*Figure 2. Toolea website (https://toolea.com)*

In the free version, a maximum number of 5 simultaneous projects can be created. It has an internal communication system for individuals involved on one specific project. Furthermore, this application is being currently under expansion in the business-related areas, offering intranet services (similar to those used by multinational companies).

Nozbe: This application is designed to facilitate the efficient management of projects. In the free version, a maximum number of 5 projects can be coordinated at the same time. Every task of a given project can be detailed and scheduled, also featuring multiuser accounts for creating forums and activities panels, where an administrator can be named.
Nozbe interface is easy to learn, as it is based on a list of project-related tasks, providing an overall view of the list or a visualization system of the urgent activities to be completed.

**Trello:** Trello is a cloud-based application that does not need installation in the personal computer. Trello follows the Kanban methodology for project management, developed by the Toyota Corporation. Trello system relies on “cards” which represent project’s tasks, and that go through several phases until their completion.

The user interface is highly friendly and composed by three main elements:

- **Dashboard.** Several projects can be shown in the dashboard. This dashboard is form by lists, which can be defined to be in different states, and by cards, which are assigned to the lists of the project.
- **Lists.** They separate the cards in different phases depending upon the necessities of the project.
Cards. The minimum-unit of the project. Each card belongs to a task and they can be assigned to individuals or groups of individuals, setting deadlines for their completion or being tagged upon their priority.

Figure 4. Trello dashboard (https://trello.com)

The final decision was based on the application’s main features, ultimately selecting Trello as the tool to be used during this experience. Even when the main features are in English, the dashboard, lists or tasks can be personalized by the students. Moreover, the dashboard visualization is intuitive and the control of the task from the professor’s perspective is easier than with other compared tools.

During the first week of the course, an introduction of Trello was given and the students were asked to create their personal accounts. An introduction session was not only useful for the professor to clarify any doubts regarding the user interface, but also for the students to be able to provide feedback about the application.
One of the main reasons for using Trello as the time management tool was to avoid a typical problem raised when working on teams: the unequal workload of the different members of the groups. Trello allows not only the professor, but also the students, to have a real-time evaluation of every member of the group’s work, how the workload is divided and whether the agreed deadlines are met or not. Even though Trello was selected to be used in the course “Planning and management of socio-educational programs”, its usage can be easily extended to any project, whether it is professional or academic, if an efficient time management is required.

Providing usable web application for the first time has shown several benefits such as higher student’s engagement and motivation for the project, a more efficient delegation of tasks and more efficient supervision of the programs by the group coordinators and the professor.

Given the shown benefits of Trello, applying this method would be expected to continue in the future years. However, there are ideas remaining about how to improve the application of the method itself. Before starting the programme a better insight of students’ own ideas related with time management, working teams and web applications will be collected. As students’ are involved in the development of the course, problems occurring will be properly monitored. At the end course, students will fill questionnaires evaluating the achieved learning goals. In the future, in order to improve the course and in order to extend the use of Trello, we aim to obtain more data of the benefits and limitations of using the application in the Social Education Degree of the Complutense University of Madrid.

However, the implementation of these educational experiences including web-based tools stress the necessity of adapting the current educational curriculums to recently develop software and digital tools. Their adaptation would lead to important benefits for the students involved. Not only they are expected to improve their time management efficiency and their team work skills, but also to gain a better understanding of the acquired knowledge and competences. As the aforementioned skills are highly valuable in the current market labour situation, these experience also have a direct, long-term impact in student’s employability and adaptability to professional environments.
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Skills in the use of Technologies of Information and Communication of the teachers (2.0) under the scope of university studies

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1. HIGHER EDUCATION IN RESPONSE TO THE DEMANDS OF TECHNOLOGICAL KNOWLEDGE IN THE NEW SOCIETY

In recent years, our society has undergone a profound transformation under aspects as diverse as economic, social, political, information and communication technologies, family relations or educational systems, among many others, perpetrating a new society such as the knowledge society, the information society, the digital or computerized society (García Carrasco, Gallardo López, García Manzano and Sánchez i Peris, 2012; Castells, 1997).

The characteristics that configure the knowledge society, technological, information or network, are the following (Castells, 1997):

- Globalization of economic activities.
- Increase in consumption and mass production of consumer goods.
- Replacement of mechanical production systems, by others of an electronic and automatic-nature.
- Modification in the relations of production, both social and from a technical position.
- Continuous selection of areas of preferential development in research, linked to the technological impact.
- Flexibilization of work and labor instability.
- Emergence of new labor sectors, such as the one dedicated to information and new labor modalities such as televisual work.
- The turn around in the media, and more specifically around the new technologies of information and communication, as a hybrid resulting from information technology and telematics. And as a consequence, the empowerment of the creation of a technological infrastructure.
- Globalization of traditional mass media as novel, in such a way as to break down space-time barriers and reach across large distances.
- Transformation of politics and political parties, establishing new mechanisms in the struggle for power.
- Tendencies towards the Americanization of society.
- Establishment of quality principles and search for immediate profitability both in products and results, reaching proposals at all levels: cultural, economic, political and social.
- Neoliberal ideological conception of society and the relationships that must be established among those who work in it.

Around this social, economic, technological and educational panorama based on the guidelines marked by the new society of knowledge, the educational policies of the European countries are configured, whose main objective is centered on promoting the system of the knowledge society within the field of education. To this end, a series of specific measures are proposed in projects, plans, programs and initiatives, carrying out a process of pedagogical innovation through the school integration of digital technologies.

And this new educational approach that is established, in accordance with the guidelines set by the EHEA with the implementation of ICT in face-to-face and non-face-to-face teaching, aims to respond effectively to the new demands, needs and demands, of the knowledge society. They are based on: the achievement of a scientific and technological development that makes possible the progress of our country in relation to the rest of the countries that make up the European Union,
in terms of education and economy, which are the two pillars that underpin the well-being of a nation.

However, we must also take into account the words of Waheed (2003), UNESCO’s Deputy Director-General for Communication and Information, when he states that the knowledge in question is not only important for economic growth, but also to empower all sectors of society.

All this evolution of society has its repercussions in the educational field, resulting in a change of oriented learning approaches, not to provide predefined skills and competences, but to enable citizens to be dynamic, creative, and constructive producers, collaborative and autonomous of individual and shared knowledge taking advantage of collective intelligence, to effectively respond to the needs that arise at any given time.

The demands of the knowledge society in the educational context are directed towards the formation of a human capital of high qualification, entrepreneurial, innovative, creative, reflective, witty, with a divergent and critical thinking that is able to turn an idea into a project that generates wealth at the individual and collective level for the achievement of economic growth and social development of a country. Taking into account that the scientific and intellectual development of human capital leads to a technological discovery, and this, in turn, generates more scientific development always at the service of the welfare of society according to that spiral model of the knowledge society to which Esteve (2008) referred in his book "The third educational revolution: education in the knowledge society".

In short, we must not demonize machines, technology, robots; these are means, tools that facilitate our work of creation, communication, interaction, discovery, problem solving, access to unlimited information (big data) to build our knowledge autonomously or taking advantage of collective intelligence facilitating network learning (cognitive scientist model) making possible the democratization of knowledge and the reduction of that digital divide. Therefore, I consider that technologies are at the service of education and well-being of the individual and of society, since they make life easier for us, as long as we make intelligent and responsible use of them.
2. THE NEW ROLES OF TEACHERS AND STUDENTS FROM AN INNOVATIVE APPROACH

In this new scenario in which ICTs are present in classrooms, in homes and in society in general, emerging new learning models in the students of the new era, from the educational field one can take advantage of multiple educational possibilities and these tools imply a change in the roles of teachers and students (Llorente, Cabero and Barroso, 2015):

- **Role of teachers:** The teacher before this new educational reality that attends to the demands, challenges and demands of the knowledge society, must acquire new teaching, research and sometimes management skills. New teaching models with scientific and pedagogical training are now required. It is not enough to be a good specialist in content; it is necessary for teachers to act as a guide, mediator and facilitator of constructive learning by the student, creating the right environment and offering the necessary tools to generate meaningful, relevant and functional learning.

- **Role of students:** The new generations of students who come from an audiovisual and technological culture, bring with them new models of learning, new ways of acquiring knowledge. And the role they must assume is to be active, creative, reflective, collaborative participants in the construction of knowledge.

Where ICT acts as mediators making it possible to assume these roles in the teacher and students, favoring in the student the development of attitudes of curiosity, exploration, selection, discovery and research; and the exchange of experiences, resources and information; communication and multidirectional type relationship; and that process of transformation of mere information or data into elaborated knowledge.

Although in order to achieve a true implementation of the technologies in a space assigned in the virtual platform or in person, it is necessary to pay attention to the initial and permanent teacher training from a didactic and pedagogical perspective, making clear the meaning of ICT in Education, and not merely technical and instrumental. Thus, according to Tomlinson, (2001) drawing on the methodology used by the former rural unitary school teachers, the classes should be planned in terms of learning activities, i.e., thinking about what the students...
are going to learn and not in what the teachers are going to teach, being realized a curricular diversification according to the previous knowledge that the students own adjusting to their characteristics and needs. Thus, ICT favors this methodological approach, as long as teachers build an adequate computer material to achieve learning in their students.

Teachers must take into account that ICTs do not improve anything in the educational process, nor do they constitute a pedagogical innovation, when a similar use is made of them as we could with traditional resources such as textbooks, since there are no real changes in the teaching and learning processes, without affecting the basic elements of curriculum: objectives, contents, methodology and evaluation.

Therefore, we cannot say that a teacher is innovative simply because he is using a computer resource in the classroom, but we must observe how he uses them, why and if he has an educational sense, because, after all, objects in the classroom, have no meaning or functionality in themselves, but depend on the use made of them. Thus, following the approaches of Cebrián (2003: 15, 16) and to face these accelerated processes of change, universities need to keep in mind three keys that allow them to adapt and promote innovation:

- Specific attention to change and innovation: For this to be possible, we need specific actions to change, with institutional plans and departments with specific objectives that promote educational innovation in the university.
- The new Communication and Information Technologies associated with the production of knowledge and the processes of educational innovation: As an opportunity to rethink the teaching models in line with the new demands and needs that arise in the new knowledge society.
- Taking into account the programs for the permanent training of human capital through ICT: the competitive capacity of companies, and in this case of universities, will not be given as much by their scientific content acquired or generated, or by the capacity of their employees, but for the ability to generate new knowledge, and get their employees to develop. In this way, ICTs help make this ongoing training and professional development faster and more effective anytime, anywhere.
Therefore, according to the aforementioned author, the main challenge we face is to connect university professors with the new requirements demanded in the business field. The acquisition of digital skills in most cases is unrelated to university teaching but should be used where applicable. Therefore, this process of change that we are facing requires a special effort on the part of university faculty, who at the same time as the students, must face and renew before this new framework of demand.

3. WEB 2.0 TOOLS FOR PLANNING, MONITORING AND EVALUATION OF LEARNING IN VIRTUAL AND FACE-TO-FACE ENVIRONMENTS.

Cobo and Pardo (2007) and O'Reilly (2005) define web 2.0 based on its philosophical and practical characteristics or principles on which it is based: offering the possibility of sharing resources, information and knowledge; user orientation; collaborative work; social networking; interactivity and collective intelligence and the architecture of participation. Therefore, the web 2.0 tools offer us great possibilities and opportunities from the didactic point of view, to favor the teaching and learning processes.

Web 2.0 tools offer teachers great opportunities in the field of Higher Education to plan, monitor, advise and evaluate the learning and skills acquired by students online at a space assigned in the Platform (Santamaría Lancho, M. and Sánchez-Elvira Paniagua, A., 2009) or in person (Cebrián de la Serna, 2011). And in turn, in educational practice, these instruments make possible a better communication and interaction with the students, making possible constructive, autonomous and meaningful learning from a collaborative approach.

Next, the following computer tools will be presented, allowing sharing, creating and working collaboratively in a network for the construction of knowledge (Martínez Modia, 2011; Moreno Martínez, 2011):

Applications for sharing office documents:

- Google Docs: http://docs.google.com: application to create and edit documents, spreadsheets, presentations, drawings, online forms individually and collaboratively.
- Issuu: http://issuu.com: this social portal offers us the possibility of searching and sharing digital documents).
- Embedit: http://embedit.in: allows you to upload different types of files (text documents, images or web pages).

Applications to create and publish spaces and educational platforms in the network to share information and exchange experiences:

- Google Sites: http://sites.google.com (tool for creating websites).
- Jimdo: www.jimdo.com
- Neositos: http://www.neositos.com (to create websites)
- Blogger: http://www.blogger.com (to create and publish blog).
- Wikispaces: http://www.wikispaces.com/ (hosting service to create a personal space of work in the form of Wiki).
- Google Groups: https://groups.google.com/forum/?hl=en#!overview: application that allows to consult or participate in groups of discussion or debate around subjects related to the subjects in question.
- Moodle: http://moodle.org (it is an educational platform to design or to give training courses or to constitute a meeting place and participation of all the members of the educative community creating virtual communities of learning).

Online Storage Servers:

- Google Drive: offers 15GB of free space shared between all applications. Https://drive.google.com
- Dropbox: offers 2GB of free space. Https://www.dropbox.com
- Box: offers 10 GB of free space. Https://www.box.com
- Copy: offers 15 GB of free space. Https://www.copy.com/home
- OneDrive: offers 7GB of free space. Https://onedrive.live.com/about/es-es
- Mega: is Megaupload's revival of the creator Kim Dotcom, and it offers all newly registered users 50GB of free storage. [https://mega.co.nz]

Websites for sharing, storing, ordering and searching for photos, images and graphics with creative common licenses free of copyright and free:

- Flickr: [http://www.flickr.com/creativecommons]
- Bank of images and sounds of the Ministry of Education: [http://recursostic.educacion.es/bancoimagenes/web]
- Openclipart: [https://openclipart.org]
- Wellcome Images: [http://wellcomeimages.org]
- Morguefile: [http://morguefile.com/archive]
- Everystockphoto: [http://everystockphoto.com]
- Kavewall: [http://www.kavewall.com/stock]
- Freedigitalphotos: [http://www.freedigitalphotos.net]

Applications for sharing videos, animations and sounds:

- Youtube: [http://www.youtube.com](http://www.youtube.com) (portal to upload and share videos).
- TV Educa: [www.tveduca.com](http://www.tveduca.com) (educational videos portal).
- Wikimedia Commons: [http://commons.wikimedia.org/wiki/Portada](http://commons.wikimedia.org/wiki/Portada) (media library with a multitude of free multimedia files).
- Goear: [www.goear.com](http://www.goear.com) (portal for searching, uploading and listening to music).
- Vimeo: [https://vimeo.com](https://vimeo.com) (community for the storage and distribution of video content, including advanced options for privacy and interaction between members with common interests).
- Podcast: whose creation tool is audacity, taking into account the large repository of iTunes audio files and the web [www.ivoox.com](http://www.ivoox.com), to host our podcasts.
- Savefrom: platform for downloading videos from youtube, vimeo, etc and soundcloud music and others [http://es.savefrom.net/](http://es.savefrom.net/)
- Animoto: [https://animoto.com](https://animoto.com) application to create videos with text, photos and sound.
Applications to create content organizers: outlines, mind maps, concept maps, digital posters and concept clouds or words or tags:

- Mindomo: it is a very versatile generator with which it is possible to develop a great variety of types of conceptual maps. In order to save the results to the computer you have to register. [www.mindomo.com](http://www.mindomo.com)
- Mind42: [http://mind42.com](http://mind42.com): allows the generation of mental maps in a fast and simple way. Simply register to use it. The advantages of this tool are many since it allows one to work with other colleagues online and to introduce texts, links and images in the nodes.
- Mindmeister is a tool similar to the previous one, this allows one to work collaboratively in the creation and development of mental maps in real time. The "Basic" mode is free and requires registration. [Http://www.mindmeister.com/](http://www.mindmeister.com/)
- Bubbl.us: is an online application with which you can create mental maps for free and then print or insert them on a web. [Https://bubbl.us](https://bubbl.us)
- WiseMapping: [http://www.wisemapping.com](http://www.wisemapping.com): free online tool for creating mental maps. After registration, we can create custom maps, work collaboratively, share them, print them and export them. [Https://www.text2mindmap.com/](http://www.text2mindmap.com/)
- Glogster: application to create digital posters offering the possibility of internal messaging, panel of comments that can be shared in social networks, chat room with possibility of using text and drawing, poster search by categories, visibility of profiles of members Participants, invitations to friends, etcetera. [Http://edu.glogster.com/?ref=com](http://edu.glogster.com/?ref=com)
- Padlet: application to create an online interactive whiteboard: [https://es.padlet.com/](https://es.padlet.com/)
- Tagxedo Creator: [http://www.tagxedo.com/app.html](http://www.tagxedo.com/app.html); Wordle: [http://www.wordle.net/create](http://www.wordle.net/create); WordCloud: [Http://www.abcya.com/word_clouds.htm](http://www.abcya.com/word_clouds.htm): applications for the creation of clouds of concepts, words or tags around the subject of intercultural exchanges.

Geo-location: tool for knowledge, exchange, creation of dynamic interactive maps:

- My Maps: Google’s application to create dynamic interactive maps in a collaborative way [https://www.google.com/maps/d/?hl=en](https://www.google.com/maps/d/?hl=en)
Applications for creating video or audio tutorials to explain concepts or topics that are more complex:

- Camtasia Studio: is a tool that helps us to capture and edit any type of video with ease to create video-tutorials.
- Vcasmo: allows the creation of multimedia presentations of slides in line, starting from the images, videos, documents in .pdf, in .ppt, photographs and audio files that are needed for the exhibition of the contents. And that application offers the user of 1 GB capacity in total.
- Audacity: to create audio Podcasts.

Tools and means for communication and social networks, with a high flexibility for sending and receiving all kinds of information and multimedia elements (image, video, text) in different formats:

- Chat and / or videoconference: Skype; Whatsapp; Hangouts; Line; Telegram; Remind; Facebook Messenger.
- Email: Hotmail; Gmail; Yahoo.
- Social networks: Twitter; Facebook; Tuenti; Edmodo (social network designed exclusively for academic use).

Tools for creating interactive time axes or timelines:

- Dipity. [http://www.dipity.com](http://www.dipity.com)
- TimelineJS. [http://timeline.knightlab.com](http://timeline.knightlab.com)
- MyHistro. [http://www.myhistro.com](http://www.myhistro.com)
- Tiki-Toki. [http://www.tiki-toki.com](http://www.tiki-toki.com)

Graphical and visual representation tools for the creation of infographics:

- visme: [http://www.visme.co/](http://www.visme.co/)
Applications to evaluate learning instantly with a playful and interactive character:

- Plickers: https://plickers.com mobile application with its web platform based on augmented reality technology that allows teachers to generate a battery to ask about a topic and to collect in real time the answers of their students to questionnaires of multiple answers and with true-false questions. These answers are collected in markers that the students show and the teachers through the mobile application Plickers scans them and obtains the answers instantly represented in a graph. In the following video we can see a video-tutorial to know its operation: https://www.youtube.com/watch?v=Zwz7xOyySsY

- Kahoot: mobile application: https://kahoot.it/#/ with its web platform: https://getkahoot.com for the creation of questionnaires on a thematic or didactic unit that allows teachers to obtain the answers of their students from Instant way.

Aplicaciones para gestionar proyectos y tareas de forma colaborativa:

- Trello: https://trello.com
- Slack: https://slack.com

Other useful applications for tutoring, monitoring, communication and planning of the subject:

- GoogleCalendar: to add events and important dates on the tutoring of the subjects and share them with the students involved.
- Doodle: http://doodle.com/en/ application to propose meeting dates and choose those that best suit the availability of students tutored.
- Do it (Tomorrow), Additio: http://www.additioapp.com/en/ tools for the planning, management, monitoring and control of the evolution of learning, tasks performed by students.
- SimpleMind; Free Mind Mapping; IMindMap: are applications to make and graphically present conceptual schemes. This goal is accomplished...
through a complete list of visual resources that allow you to link ideas in different ways.

- CAQ (Create a Quiz / Test Maker); Quiz Library (Create & Share); Flashcard Quiz Creator: creators of test questions to review topics and concepts that involve greater complexity in the subject.
- Scanner: application that allows us to scan a document, convert it to .pdf format and share it instantly.
- Kingsoft Office: Office suite for viewing and editing documents, spreadsheets and presentations.

4. CONCLUSIONS.

Throughout this work we have been able to verify the potential of the technologies to favor the tasks of planning, monitoring and evaluation of teachers in virtual and in-person environments. Thus, technologies must be a complement to the conventional resources available to us in the classroom to enable learning from a collaborative network perspective; So that it is not a matter of supplying pedagogical models for others, but of offering students more possibilities of acquiring knowledge. Since the indiscriminate use of technologies can hinder learning (Cebrián de la Serna, 2003: 39). And as Papert (1995: 11) says: “the best use of technology in contributing to teaching and learning is to enable a wide range of learning styles”.

This type of tools 2.0 favors the creation of a virtual enriched environment and the design of activities so that the teaching is based on the learning, that is to say, centered on the student, making possible an adaptive, open and active learning on the part of the student (Cabero and Gutiérrez-Castillo, 2015). At the same time, we must not forget that the production of materials by teachers is a task that can serve as a reflection and organization of teaching can help us to pass from the role of passive consumers of media and materials produced by others, to constructors and active designers, elaborating materials adapted to the characteristics and necessities of its context, students and circumstances.

Although it is fundamental for this new educational and methodological approach to be successfully implemented in university education, the figure of the teacher with a correct formation not only technical, scientific and instrumental, but didactic-pedagogical (Imbernón, 1999), being able to make use of the existing resources in the network, reusing them, modifying them and creating their own
computer materials according to the needs and characteristics of their students (rhythms and forms of learning) (Vera and Moreno, 2012, Vera, 2013). Therefore, these computer tools constitute an important contribution to the development of competence to learn in a constructive and active way for the development of citizens with the capacity for adaptation and resolution of diverse problems that occur in a society characterized by the succession of continuous and vertiginous changes at all levels.

5. BIBLIOGRAPHIC REFERENCES:

The present article aims at highlighting the importance of academic education in social contexts, proposing the Italian University as a job training agency whose action results as primary in the multiform reality of nowadays society. The Italian University, in fact, intervenes in educating experts “of tutelage, care, and social wellbeing”, who, through the development of key and specific competences, are committed in giving coherent and efficient answers to the disparate socio-relational needs of individuals and groups, as well as in building specific actions that are functional to the resolution of “crisis” situations. Social assistants, professional educators, pedagogists, sociologists and psychologists are often committed in the various segments of social functionality, in order to prevent inconveniences or reduce the risk of chronicity of dysfunctional existential dynamics. Their intervention extends to various social areas, flexibly moving from the public sector to the third sector, and finds concrete activation through a multidisciplinary and interdisciplinary dialogue that allows analyzing the structure of current society in its complexity. The main instrument of transversal nature and transformative potential, to which use are educated professional figures who operate in the social area is the relationship, meant and lived as “place” of welcoming and comprehension of the difficulty, as “time” for reflection and growth, as well as possibility existential paths aimed at change and social integration. The relationship is made of relationships, that is in a web of interactions involving both formal and informal contexts, with the aim of enhancing family and social resources to which use the subject who undergoes a “crisis” is “educated” to be able to re-decide, although partially, of his life. The operator of the social area becomes so an activator and, at the same time, a supervisor of the same web with the aim of “educating” the individual and community to an autonomous and aware use of personal, social and relational resources and all of this happens in a wider perspective of one’s care and collective wellbeing. On the basis of such logic in Spain a developmental path is being activated in the context of a social action, which after several years wants to
promote the birth and consolidation of the professional role of the *social educator*.

The Italian University\(^{22}\) proposes some courses whose educational path has to do with social context and this is in harmony with the growing request of professional figures who are specialized in the socio-educational action.

There are many academic classes which, in different declinations – three years long, unique cycle, bachelor’s degree and master’s degree – educate the experts of “tutelage, care and social wellbeing”, whose competences can be appointed to the various segments of social functionality, from prevention to re educational and re socializing interventions, from juvenile issues to adults, from public institution to the so called third sector\(^{23}\). The work of experts as professional educators, pedagogists, social assistants and sociologists proves to be fundamental to face social questions which assume proportions of emergency and risk to impose, without the adequate and opportune interventions, as social deficits with heavy or worse irreversible consequences. The adolescent uneasiness, the deviant behavior and the juvenile delinquency, schooling dispersion, the socio cultural integration of those who emigrate in our country hoping in better existential alternatives, the social reintegration of drug addicted, the re education and re socialization of minors and adults who enter the circuit of the penal system, the psychosocial rehabilitation of patients with mental disturbances, the risk of alienation for the elderly and disabled, the permanent educational needs of those who have to necessarily adequate to the rapid changes of the job market, are all social questions which just as much open fields

\(^{22}\) Ministry of Education, University and Research – www. istruzione.it, last access 5/01/2017.

\(^{23}\) “A series of social and cultural changes, the individualization and diversification of needs, in particular the increase of the relational ones and a completely inadequate answer from the centralized institutions (especially in the relationship between pursued objectives and obtained results), have contributed to the development of the Third Sector as complementary mean to the state-market bipolarity. The Third Sector constitutes an active web which, using different operational procedures, unites, organizes and gives answers to the real needs of the area, building original job praxis which focus on the values of solidarity, democratic participation, civil responsibility, integrating material and relational energies, evaluating human resources, thanks to a direct involvement and to the strong motivation of the operators who act outside the traditional bureaucratic frameworks”. E. Corbi, *Lavoro di rete e aspetti educativi nell’ambito del Terzo Settore*, in F. Sarracino, F. M. Sirignano (a cura di), *Pedagogie e didattiche per l’intervento sociale*, Giannini Editore, Napoli, 2007, p. 47.
of action and reflection in which merge the professionalisms of social educational nature. Academic education in social context, so becomes a concrete answer of civil society to the disparate needs which cross the social context, in order to offer praxis which may realize as efficient and conscious solutions.

**So, University has the aim of a didactic that is able to conjugate the cultural methodological education, which has always been a prerogative of academic teaching, the growth and empowerment of every subject, with an education that**

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24 As far as professional educators’ education is concerned, for example, such academic studies offer a multidisciplinary educative path after which the student will be able to reach “a series of competences that are spendable in the different educational contexts in which is expected the figure of the educator:

- management and distribution of educational services in nursery schools, play groups, parenthood support services, pre schooling, schooling and extra schooling structures, educational services for childhood, preadolescence and adolescence;
- management and distribution of socio educational services (residential, domestic, territorial) to families, minors, detainees in prisons, strangers;
- management and distribution of cultural, recreational, sport services (centers for youth aggregation, libraries, media libraries, game rooms, museums, etc.) and of environment education (parks, eco museums, agencies for the environment, etc.)”.
- management and distribution of activities of adult education and continuous education.
- Such competences will allow to spend “one’s professionalism in the different educational contexts in which is expected the figure of the educator is:
  - public and private structures which manage or distribute educational services (nursery schools, playgroups, services of support for parents, pre schooling, schooling, and extra schooling structures, educational services for childhood, pre adolescence and adolescence);
  - public and private structures which manage and/or supply social educational services (residential, domestic, territorial) expected from Law n. 328/2000 and regarding families, minors, detainees, strangers, cultural, recreational and sport services (centers of youth aggregation, libraries, media libraries, game rooms, museums, etc.) and services of environmental education (parks, eco-museums, agencies for the environment, etc.);
  - public and private structures which manage and/or supply services of Education of adults and continuous education (enabling and tutor for job and continuous training)”, www.unisob.na, last access 5/01/2017.
is strongly oriented to professionalism, the tutelage of a cultural heritage with innovation, openness to contamination, mobility and internationalization\textsuperscript{25}.

Innovation is often solicited by compelling social needs, and so academic education becomes innovative in the measure in which professionalizes a delicate and problematic context of intervention such as the social one, which requires precise initiatives with specific aims, through paths which can be programmed from time to time and with praxis that can flexibly adequate to the particular needs of the individuals and groups.

So, University has three tasks that are instruction, teaching and education, conjugating instruction and teaching in the unitary process of education\textsuperscript{26}, through which every subject gives shape to their knowledge\textsuperscript{27} preparing for the development of specific and broad knowledge. When speaking of competences, traditionally, the reference point is the group of abilities and capabilities regarding the performance of a precise job-task, containing the context of know how to do rather than to the role and the task which has been asked to perform. The specific


\textsuperscript{26} Education aims at the acquisition of knowledge and at strengthening the already acquired notions; education regards relationships and affectivity which characterize the interactive space of learning and which provide the knowledge of reflection and self awareness. The integration of instruction and education is what constitutes education which is meant as, modeling of one’s knowledge and one’s know how to do in the context of a communicative exchange that is not just mere interaction, but also a relationship that is oriented at reaching specific purposes. Such relationship recognizes the social value of learning and the importance of its aware structure. Cfr. V. Sarracino, \textit{Istruzione}, in M. L. Iavarone, F. Sarracino (a cura di), \textit{Le parole chiave} quoted, pp.154-156.

\textsuperscript{27} Knowledge that connotes itself thanks to the knowing subject’s individuality and conveyed through relationship. And it is in the relationship that individual knowledge spreads serving as to the function of supporter of collective needs. In such way education becomes interpretation and instrument of action of community and inside it, that is able to go beyond the fragmentarity gathering the dialectical aspects. Education becomes central, and as Cambi underlines “in the actual educative and pedagogic debate, set in that postmodern society which characterizes as pluralistic, fragmentary, decentered, in which the <<sense>> is meant as a problem, everyone’s problem, because collective bonds have become weaker and identities are more and more individual, there is a substantial return to the center of themes related to the subject, his or her education, and their crucial role in education”. F. Cambi, \textit{Le pedagogie del Novecento}, Laterza, Bari, 2012. p.189.
competences, so, are competences which are characterized by a certain pre
codified functional technicism to execute a certain activity following pre
established steps. However, as we have already underlined, the current society
with its complexity poses numerous interrogatives and expresses different needs
which require the specialized action, whereas with specialized we mean the ability
to act through both specific and overall competences. These constitute key
competences (core competences), that is to say those competences characterized
from flexibility and transferability, aspects which allow to use creatively the
technical competences in building resolved actions and of developing a series of
capabilities whose adaptability can be exploited in the multiple contexts of
action. Such competences consist of cognitive and relational resources which
compose the unique potential of every professional, so are dynamic and
evolutional and this is in harmony with the constant personal and professional
development of the subject. The core competences identify the ability of knowing
how to move and orient beyond knowing how to do and in such perspective the
aspects the professional’s personality tend to integrate with the varied social
requests to which they must respond in order to reach the prefixed aims. In a
job, the personal status arises when there is something more than just two
“arms”.

The key competences are transversal and transferable because founded on the
conceptual category of learning to learn, and so, on a second level learning, which

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29 Flexibility, transferability, creativity and adaptability assume a crucial role in the context of the educational path as they are imposed as necessary realities of every professional action and in particular of socio educative professions, whose operational scenery is society, or better, the complexity of current society. As a matter of fact, as Sirignano reminds “the complex society, strongly characterized by the speed of changes, in fact requires always new professional competences, bound to the capability to adequate to changes in act through the acquisition of knowledge and a continuous update. A new kind of workers is more and more required, the knowledge workers,”. F. M. Sirignano, Per una pedagogia delle emergenze formative, in F. Sarracino, F. M. Sirignano (a cura di), Pedagogie e didattiche cit., p. 90. So, knowledge workers can be such thanks to the make the constant acquisition of knowledge creatively adaptable to the challenges that society imposes and, specifically, from the social context.
activates processes of self reflection, (common) sense attribution, of self awareness, etc. In such sense, the competences are not only meant referring to the operational dimension of knowledge, but referring to personal and relational connotations, which constitute distinctive characteristics of individual action and, as such, prone to processes of growth, evolution and, as a result, of education.

The core competences regard capabilities such as creativity, propensity to establish professional relationships that are functional to reaching aims, personal initiatives, problem solving, strategic planning of change, and these can be identified as meta competences constituting the product and, at the same time, the motivation of metacognitive processes. With the term metacognition we mean the development of a series of superior cognitive capabilities of self-reflection and of self-awareness which allow the expert know their knowledge methods, the comprehension strategies they use, personal resources and the use made of them, as well as their weakness points reducing the limiting or ... strength, at the same time, in a conscious way the possibility to change them into points of strength. Such metacognition favors the executive control, so the capability to adjust one’s choices and behaviors on the basis of clear aims and to monitor the process of the actions oriented at the expected results. The metacognitive results are also found in social competences which would find the best intrinsic push in the development of a multidisciplinary language, through which being able to access the various contexts of action in social context with a multifactorial view and analyze the social problems in their complex nodular structure. Education in social context requires in fact, the development of specific professionalism open to the reciprocal dialogue: the structural complexity of current society inevitably requires a comparison between different disciplines, so that, the educational process opens to the interdisciplinary exchange to contribute to the development of professionals which are able to understand reality in its many facets and also to do of such social process, of a dialectic type, a space of common action. The possibility of such action requires, so, functions that are more and more personalized and differentiated and this refers to the opportunity of a reconstruction of the services, of a continuity and flexibility in the ability to act and to answer to the social requests. Then it becomes essential activating for real methodologies which finally give concreteness to the formula of the web job, based, as it is known, on the usage of all the resources available in the community, on the joined and integrated takeover of the different problems

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32 F. Sabatino, op. cit., in M. L. Iavarone, F. Sarracino (a cura di), Le parole chiave cit., p. 49.
which emerge in the area, on systemic characteristics, ultimately on integration between institutions, structures, enterprises, individuals\textsuperscript{34}

Among the different professionals operating in social context, that of the psychologist also contributes to the reticular analysis of the needs expressed from society, which, outside the clinical setting, offer their analytical comprehension to the needs of community and of those of the individual in a community. Their contribution may also find space in the third sector context (either social private or third system), so in the production and supply of social services of varied type. The third sector offers support and integration to the public structures and constitutes an alternative to the activities of the entrepreneurial private, which are more and more characterized by an excessive selectivity of users\textsuperscript{35}. Community and environment turn into the social reality in which different professionals can intervene in order to give suitable answers to the multiple individual and group needs, which mainly consist of relational needs. The importance of relationships imposes strongly in contemporary society against the fragmentary nature of social bonds and configures as a primary social resource on which working to intervene in problematic situations which could otherwise lead to the chronicization of dysfunctional behaviors and life styles. The relationship is recognized in its constructive and evolutorial potential and the care of the relationship as a logic of action. Actions of prevention or reeducation and re-socialization consist in the care of the relationship, whose therapeutic value is recognized beyond the properly structured setting. And the care of the relationship is often expressed through the recovery or the development of a web of bonds working as a support for those who live forms of psychosocial disease, letting prefigure the possibility of change. When talking about webs, there is a

\textsuperscript{34} E. Corbi, op. cit., in F. Sarracino, F. M. Sirignano (a cura di), Pedagogie e didattiche quoted., p. 46.

\textsuperscript{35} The action of the social private does not obstruct or overlap that of the public sector, but integrates its services through the production of goods and services of collective nature; at the same time, it is different from other private organizations since it is aimed at realizing social wellbeing and not that of obtaining advantages. It is remembered, in fact, that “in front of the crisis of resources which has seriously reconsidered the system of public welfare state, the third sector found its place in those spaces which the state has not been able to manage and that the market is not interested in. It presents as an efficient answer to the needs of community in the modality of a global approach to man’s life, through the reunification of the social, educational and sanitary e with organizational modalities which go from social cooperation and association of voluntary work to that of the social and foundations ... B. Schettini, Lavoro nel sociale. Educazione. Welfare municipale, in in F. Sarracino, F. M. Sirignano (a cura di), ivi, p. 30.
distinction between *primary and secondary webs*. Primary or informal webs are mainly made of basic affective relationships in which context is realized every individual’s development of identity, and extend to friend relationships which further contribute to the growth of the subject; the secondary webs, the so called formal ones, entering at precise moments and situations, answer to the specific needs and include the interventions and the social tasks performed by social operators. These tend to evaluate human resources through the empowerment of primary webs and the integration of these with the secondary webs, with the aim of creating a synergy of interests and actions. *The social work of web in fact, aims at identifying the structures of relationships and reach the creation of opportune interpersonal contacts, using different strategies at level of the single individuals, of self help groups, institutions and social services. The operators in the social networking are liking agent, because their role is essentially that of linking the user with the systems of help in order to produce a change, in such sense they are also coordinators of the informal resources of community*. So, the web operator, intervenes to create the favorable conditions in which the malaise can be resolved or at least, contributing to the re definition of those meanings that produced or produce an unhealthy representation of the self and the world or even misleading or just pessimistic. The primary and secondary webs, with their reciprocal dynamic interaction, form the scenery in which take place the Parsons’ processes of *primary and secondary socialization* by means of the so

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36 Primary webs are fundamentally made of informal bonds such as kinship, friendship and neighborhood and the secondary webs are represented by services offered to community by different agencies, both public and private, of the area (ASL, municipality, school, third sector).

37 The operators who work in a social community and which constitute a formal system of help have different specializations: educators, psychiatrists, psychologists, social assistants, doctors and therapists of various type, operating both in the public and private sector.


39 Socialization can be defined as *a group of processes through which the individuals become people, that is they acquire knowledge, abilities, feelings, and behaviors which enable them to take part as more or less efficient members of social life in their community*. L. Arcuri (a cura di), *Manuale di psicologia sociale*, Il Mulino, Bologna, 2000, p.198. The sociologist T. Parsons had individuated and theorized two consecutive and complementary phases of the socialization process, distinguishing between primary socialization, aimed at gaining basic knowledge (language, behavioral norms, relational abilities, emotional competence, self control) of social functioning through which every individual becomes a member of society, and secondary socialization, aimed at the
told agents of socialization\textsuperscript{40}. We remind that primary socialization is that process that is characterized by a series of identifications with the significant Other which allows the internalization of beliefs, values, certainties, moral rules and behavioral styles, so the construction of a system of reference\textsuperscript{41} which guides self and social perception, laying the basis to build the future social role; the process of secondary socialization also contributes to the construction of individual identity through that intrigue of relationships which develops outside the family unit\textsuperscript{42}. The development of personality, the structuring of identity and image of selves take place and realize in relation with the continuous and reciprocal exchange of images between the child and adult of reference, until the internalization of a certain system of reference allows the abstraction of the significant Other to the generalized Other\textsuperscript{43}, structuring as a cognitive, relational and behavioral model.

development of superior specialized competences which will define the role and social position in an adult age. T. Parsons, [1951], Il sistema sociale, Comunità, Milano, 1965.

\textsuperscript{40} Family, peers, school, job places and the mediars are socialization agents since they constitute the social groups and the contexts of social learning through which the development of the individual takes place. Giddens A., [1976], Nuove regole del metodo sociologico, Il Mulino, Bologna, 1979.

\textsuperscript{41} The system of reference can be conceived as a sort of observational filter of reality, through which the individual perceives, interprets and conceptualizes him or herself, the others and the events building a “map of the world” that unconsciously uses as a guide to orient in society and that also characterizes their specific way of expression and relation. “The System of Reference provides the individual with an overall perceptive, conceptual, affective and of action set that is used to define oneself, the others and the world, both structurally and dynamically. J. L. Schiff, [1975] Analisi Transazionale e cura delle psicosi, Astrolabio-Ubaldini Editore, Roma, 1980, p. 61.

\textsuperscript{42} Secondary socialization includes real initiation rituals to the adult world and a series of ecological transitions which scatter the cycles of life of adults and adolescents, such as for example the passage from compulsory schooling to academic education and apprenticeship, the introduction in the job market, the enfranchisement from the family of origin towards a new affective-relational condition. L. Arcuri (a cura di), op. cit.

\textsuperscript{43} G. H. Mead conceptualizes the notion of generalized Other in order to highlight the conditioning power of society in the development of self. The generalized Other, so, is society which, through cultural symbols, offers a model of individual development, mediated by knowledge, and is able to make of the single a part of the social process of whom shares the meanings. Mead himself, in illustrating sociality of the experience of the world, underlines that “community speaks to them in an only voice but everyone does it from a different point of view; however, these points of view are in relation with the cooperative social activity, and the individuals, in assuming their behavior, find themselves implied in the answers of the others”. (The Philosophy of the Act, p. 153). The social process leads to the building of self, whereas the me represents the internalization of the
Behavior in adult age, the role that is performed in society and the occupied position constitute the result of a process of education through which everyone identifies and is built as a person. In such developmental view the quality of relationship, the type of image of self reflected by the “look” of the Other, the representation of a society that is anomic or full of realization opportunities, constitute the criteria on which founding the existential process in which the “crisis” can find new ways of expressions or fall into the risk of chronicization. Reducing such risk often becomes the aim of the job in “social community”, an aim whose fulfillment can be pursued in a web of relations which may develop encouraging communicative and comparison modalities, able to recognize and empower the individual resources and favor the use as existential strategies aimed at change and well being. The web operator does not wish for an absolute change of personality of the subject in “crisis”, but aims at the improvement of the aspects of personality and of their identity structure in order to rebuild an other’s attitudes, and the I stands for the aware reaction to such attitudes. It is in the me that, to Mead’s mind, the institution takes its origin, therefore the set of social attitudes implicitly shared which determine the answer of the I, making it adaptable to the social system and so contributing to confer unity to the self. N. Abbagnano, Storia della Filosofia, Unione Tipografico-Editrice Torinese, Torino, 1993, pp.637-642.

The development of one’s individuation happens through the relation in the constant interaction with the other, with community, and expresses through the emancipation of Self, which emerges and distinguishes in a community. “Individuation means becoming a single homogeneous being, and in so far as individuality we mean our innermost, last and incomparable uniqueness, it also implies becoming one’s own Self. We could therefore translate individuation as Self-realization”. C. G. Jung, L’Io e l’inconscio, [1928], Bollati Boringhieri, Torino, 2013, p. 85.

“... that the human beings form starting from themselves and their relationship with the environment, in other words, from what their perceptions, elaborating, memorizing and re elaborating new experiences and from this point, a new and more complex personality through the scales of their past experience”. M. T. Romanini, Costruirsi persona, Edizioni La Vita Felice, Milano, 1999, p. 45.

Going beyond the literal meaning of the term (absence of norms), to E. Durkheim’s mind anomie is conceived as the state of moral deregulation of a society which causes people’s loss of the ability to control their behavior. This would determine the levels of deviance and criminality. In R. K. Merton’s theory, on the other hand, anomie is conceived as the discrepancy between cultural aims and legitimate means, that is as the condition of contradiction between the goals indiscriminately imposed by society to all citizens and the socially approved means that, however, are spread among these in a imbalanced way. Also in this case anomie is used as interpretation of the levels of deviance and criminality. F. P. Williams III, M. D. McShane, Devianza e criminalità, Il Mulino, Bologna, 2002.
image of self which is acceptable and functional to the possibility of walking down alternative existential roads. So, the job of operators committed in the “social community” does not only consist of mere support and is founded on the possibility of revealing and building existential options: the “crisis”, expressed through the psychic disease, the mental disturb, deviance, may be welcomed and re interpreted thanks to the development of a web of social resources acting as a growth and reflection motor towards a higher level of social functioning. The disturbance, in its various facets, cannot and must not constitute a limitation to the possibility of rethinking one self and one’s life, but may find a new configuration, in which suffering is counterbalanced by the potential of realization, so by the ability of the subject to access their resources and possibilities, assuming a certain level of bargaining power of or in their existence. The individual (or the whole familiar unit) becomes, so, the central bond around which the web work moves, until it becomes activator of the web resources, becoming capable of using them autonomously. The social operator also intervenes with the meta objective of educating citizens to the building of individual and community wellbeing through the development of socio-relational competences which may function as real transversal competences. In fact, as Corbi underlined, the operator of web is not only an element of the web, but also a network supervisor, the one who controls the functioning and directs it, being contemporarily in and out of it, a figure of reference with precise methodological competences, an “activator” of resources which does not substitute to them, but that, on the contrary, retires when the web becomes autonomous and is able to work alone 47.

Comparing Italy and Spain, it is possible to observe that in Spain the socio educational needs that emerged during the years have oriented education in the social context towards the realization of an educational target of academic type.

The Spanish academic system, in fact, is seriously committed to educating operators that are experts in the field of social problems of varied type through a specific path of studies in Social Education 48. In Spain the figure of the social

47 E. Corbi, op. cit., in F. Sarracino, F. M. Sirignano (a cura di), Pedagogie e didattiche, cit. ..., p. 52.
48 In October 1991 in Spain an administrative order was issued (Regio Decreto 1420/1991, of 30th August) which regulated the study plan for the degree in Social Education, officializing the action of the operators committed in social context. Such order, in fact, has allowed to return professional dignity to those who wanted and want to contribute, with dediton and intellectual ethics, to the resolution of problems of individual or
The educator assumed a specific connotation through a gradual path which moved the first steps starting from the street educator, at the beginning of the Seventies of the last century. Directing the scientific interest towards minor disturb, it has to be remembered that in Spanish educational tradition the street educator is the one who, in an ecologic perspective, carries out the educational action in the street, treating the social disturbance of the young adults directly where such unhealthy mechanisms seem to assume support and confirmation. The street educator assumes and endorses the task of establishing a relation-communication with adolescents which aims at a conscious reflection regarding the criticality of one’s lifestyle, such as for example school truancy, and the possibility to orient personal aspirations towards constructive purposes. The street educator, so, makes of the street a renewed context of socialization transforming the group dynamics oriented to deviance into sound interactions, focused on the analysis of the group of individual and relational resources as instruments of awareness and growth. At the beginning of the 80s the Spanish educational initiatives expanded their field of action with the introduction of a new educational profile, represented by the parental educator, whose task appears as complementary to the one of the street educator. The parental educator in fact, deals with exploring the relational deficit inside the familiar unit of the minor, so working with the various members of the family both in the institutional context and with interventions at home. Specifically, the action of the parental educator through the analysis of the educational styles of the parents and family dynamics, aims at the collective nature which daily regard social life.

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49 “Experiences such as the Pioneros’ movement in Yagüe, in the suburbs of Logroño (La Rioja), which started by the end of the Seventies, or that of the groups of street educators of IRES (Istituto di Reinsersimento Sociale) in the area of El Carmelo in Barcellona, or the apartments and the street job of the Promesa group in Madrid, created the profile of street educator in the Seventies”. Ivi p. 270.

50 “At first the teams of family education were created to carry out an action of support to the process of de-institutionalization happening at the time, and also the task of preventing the internment of children and adolescents. The first team formed in the Community of Madrid (Città Scolastica Provinciale), and the Municipalities of Murcia and Albacete. The shared task is that of practicing an educational activity for the whole family group, to help the family go beyond the critical situations and making families able to solve their difficulties without having to seek help from a permanent institutional support”. Ivi p. 271.
reducing the degree of maladjustment of the adolescent so that he or she experiments new ways of “being” and self fulfillment inside the family, to be reproduced in a wider social context. Providing information, orienting educational choices of the parents towards the understanding of needs and difficulties of one’s children, offering support in the proper use of the educative structures of the area, are some of the operations through which the parental educator aims at “educating” parents to let them become the actors of their children’s educational change. Parental self management so becomes the purpose of the educational action.

The educational process which leads to the configuration of the figures of the social educator also includes the operational contribution of the institute educators,

*The institute educators, of the residential centers deal with the social educational action with minors in protection institutions, as apartments,*

*welcome houses or communities, which are defined as “close” for their character of distance from children’s and adolescents place of origin who host, in contrast with the actions “in an open space” in which are committed street and family operators.*

As indicated before, the peculiarities of these three types of operator, with the progress of the educational experience and the theoretical and methodological contributions, will merge in the profession of the social educator, whose role and function will be ruled through a specific educational path of academic type. That of the Spanish social educator seems to configure as a precise professionalism already starting from the first years of education with respect to the professional educator present in the Italian tradition.

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51 *Ibidem*

52 Ivi p. 272.

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1. INTRODUCTION.

The importance which has been given to the promotion of healthy habits as a form of preventing illnesses and addictions has been progressively increased throughout the latest years, finding its ideal framework in the university.

That is the way Gonzalez (2009) expresses claiming that "health promotion at university and health promotion in general are both an increasing recognition and relevance as much national as worldwide level" (p.247). But Why is the university the right context to the genesis of this movement? The main reasons of this centralization is due to this is the place where our future professionals are being prepared in order to play a key role in the public life of the country they belong to and in which they mostly spend over their study years. Therefore and undoubtedly, the university is both as much the right place as the temporary lifetime space to give birth to the seed of good health practices which will grow up in the subsequent years and be successful in the closest environment.

This innovative proposal, in which this text is based, outlined the importance for young people of taking a good care of sexually transmitted diseases, especially
aids. This is one of the most devastating diseases in the last decades and that is the reason why, it has been widely studied and researched as teaching innovation Project, granted by Government Council in the university. This project aimed to carry out a proposal for improving the tutorial measures both as much individually as in groups, focusing on educational programs aimed to health and the search of mechanisms for prevention of aids.

It is obvious that a great number of organization which actually investigate the quandary of epidemics, such as the Joint United Nations Program on HIV/AIDS (UNAIDS), the foundation for the prevention and investigation of AIDS in Spain (FIPSE) or Andalusian Planning against AIDS and other ITS (2010-2015) warn us of the serious danger that keeps constituting AIDS, particularly in the most affected population in our country, young people who carry out risky sexual practices which emphasize the need of promoting and developing prevention policies and socio-educational interventions.

There are some data which must be taken into account such as the recent report made up by UNAIDS (2016). In those reports, some key data about the current situation are updated. For instance, Nowadays 36, 7 millions of people are living as AIDS sufferer and 1,1 millions of people died from diseases associated with AIDS over that year.

These data have been confirmed and supported by Multisectoral Plan. It claims that over the years, Spain has had the highest AIDS infection rate from 2008 to 2012 in Europe and despite the fact that, effective responses have been given in order to keep this favorable trend; on the other hand, there are still serious areas of concerns that must be responded such as:

- In Spain, AIDS infection continues to be one of the major causes of disease and death.
- Between 120.000 and 150.000 Spanish citizens are infected by AIDS and it is estimated that more than a quarter of the entire population still ignore that they are currently infected.
- Each year is produced between 2.500 and 3.500 new infections and approximately 1.600 people die due to AIDS as a main reason.
- The increasing of the sexually transmitted infections and unwanted pregnancies denotes a growing tendency of high-risk sex.
- It is also disturbing the fact that in several European countries is being taken place an epidemic AIDS upturn.
- The quality of life with AIDS, although it has greatly improved, is still constrained by stigmatization.
- Among citizens and the media, AIDS sometimes seems to be understood as a problem of developing countries, but our reality never justifies any relaxation on that matter.

Having the chance of offering this information to the most harmed collective of the developed countries, the young people and also the chance of choosing the socio-educational degrees to train these pupils in such healthy habits competences in its future educational centres. This will help to diminish high-risk sex of potential average student and so their competences as educational professionals will.

The education must ensure social needs caused in our environment, and therefore, the entire set of students from several educational degrees should develop in a non-distant future, certain projects which improve the quality of student’s lives to intervene in a socio-educational way, trying out to promote educational programs for health at school and healthy sex.

2. THE PREVENTION AS HEALTH MEASURE IN THE UNIVERSITY ENVIRONMENT.

Data and figures given by the reports of different government agencies which investigate the current situation epidemic remind us the serious threat which still keeps up constituting AIDS, especially in the most vulnerable population in our country, young people who carry out high-risk sex practices.

It is imperative to face the main reasons why young people are currently the highest-risk age group to be AIDS infected and the possible consequences of this reality. The universities as educational centres and having an important number of young population posses the need and obligation to inform, raise public awareness and advise about this alarming situation and about the increasing of sexually transmitted diseases, having the chance of making closer and more accessible the information about sexual education for young people.

According to Several researches, (González, 2009; in Cejudo 2014), "health promotion in general and health promotion in University particularly are currently
having an increasing recognition and importance both as much national level as worldwide" (p. 257), being considered the university as the space where students are trained as professional who take the reins of the future.

A future where young people may learn healthy life habits, in different areas, specially, regarding as sexuality issues and drug abuse, making young people aware in positive attitudes towards labour areas, social and familiar relationships and other aspects

It is concluded in a recent research that students are motivated enough to be devoted in health promotion initiatives as it is multi-beneficial aspect to improve their quality of life and their personal and professional knowledge (González 2009; Cejudo 2014).

If we focus on a single moment in Europe to observe in a global way, the peculiarities of any different countries around health promotion, is for instance, Bennassar (2011) who gives a serious thought on his thesis about the university as a health-promoting environment and also informs about the running of European network of health-promoting schools, developed by World Health Organization which has 43 membership countries and whose guideline and programs are carried out in schools, secondary high school centres and universities (Cejudo 2014).

But if we only have in mind Spanish environment, there is an ongoing projects to prevent from possible sexual transmitted diseases contagion on a small or big scale, although on the other hand, that enriches and cooperates in wiping the stigma out that goes along with throughout history.

To sum up, when there is a exchange of knowledge between young people and heath area professionals result in a healthy promotion and a planning according to the needs. If that sort of agreement takes place, then a big step forward will be made. (Cordeiro y Espíndola, 2016).

3. AN INNOVATION TEACHING PROJECT IN THE UNIVERSITY OF HUELVA.

This project was put into practice within the biennium 2013-2015, when benefited were about 420 pupils of Faculty of Science of Education, are being made applicable to all Faculties through the Health Unit in the academic year 2014/2015.
3.1. Objectives
This proposal is based on three key factors which lead our line of action: to inform, make aware and train college student about sexual healthy habits that helps to prevent people from AIDS and other sexual transmitted disease, and this way, to be able to acquire needful competences on the area of health education.

Subsequently, they obtain skills and enough knowledge to develop socio-educational intervention programs in their centres, once their college years are over. the aims of this innovation teaching project are enlisted:

1. To inform the student about the today AIDS situation in our country and the main transmission routes, starting from pre-existing ideas and the level of knowledge about the developed subject.
2. To make people aware about the pain and suffering of people with AIDS so that socio-educational intervention proposal can be put into practice and subsequently, discrimination and social exclusion can be put off.
3. to put into practice these socio-educational proposal
4. To train the student in the design and planning of projects whose aim is to prevent sexual transmitted diseases and promote healthy habits.

3.2. Work Methodology
The methodology which we are going to used the previous aims will pretend to support an attractive and effective learning as well as the active participation of the student, working out both as much information level (looking into his assumptions, knowledge and attitudes) as training level (building up and instructing knowledge and responsible attitudes about AIDS and lastly, an awareness level and increasing it. This way, active proceedings for gaining competences and abilities over this matter are definitely guaranteed.

The methodological techniques that will be mainly used as it follows:

Discussion groups will aim to collect and obtain information about consumptions with regard to the following questions: knowledge, representations and attitudes related to AIDS.

It will be performed a seminar to aim the introduction and explanation of the main questions related to the current AIDS situation in our country and the most usual forms of transmission. It will also take place an educational workshop about healthy sex habits.
Case studies will be made through documentaries and films which will tell us the people’s difficulties and how to deal with AIDS daily and successfully. This way, they can make students aware of the suffering of people with Aids.

Tutoring will have special relevance due to the student will be advised and led in the creation, design and planning programs about education and healthy habits that helps to prevent people from sexual transmitted diseases like AIDS. This will enable other university degrees in the second year of this project have the recent information about AIDS and several projects previously designed by training student can be developed.

Once the three previous lines of action are developed (inform, become awareness and train), it will be used a participatory, interactive and expositive methodology, having the participatory methodology the most relevant part in the whole process.

1. **Participatory**: on the basis of previous ideas, experiences and believes myths, stereotypes and prejudices, attitudes and practices. It will involve all members in the process and it will be used a wide range of current knowledge in it, boosting revitalizing techniques that help to achieve the objectives.

   - This techniques will always be appealing, playful, creative and democratic, to enable personal transformation and socio-cultural change.
   - Due to we have previously based on participation, our method will be flexible, so we focus on the group and the process and thanks to them, we will obtain the previous aims. This process, therefore, will consist of basically students building and their knowledge, abilities and skills.
   - It will work meaningful learning and learning by discovery. the student will obtain the information in a constructive and active way, carrying out two different forms "active-reproductive" or "active-productive"
   - We will encourage the strengthen of creative and critical attitude, so the subjects will learn through their own real world and find new answers to the raising questions.
   - In this respect, the participatory methodology take on participants experiences, providing them day to day reality or a frame where their developing process takes place, following the next aspects:
     - Experiences and opinions Interactions and exchanges.
• Gaining of new forms of de analysis, selection and evaluation of the given information.
• Encourage to think in an autonomous, critical, self-evaluated and cooperative way.
• Transformative changes that contributes to develop new skills, abilities and skills that will allow action strategies in the social environment.
• Social and professional compromise that will make them act in a decisive and secure way within the context where they interact.

2. **Interactive:** This methodology will outline the exchange between the teacher or lecturer and the student through the debate in order to know the subject in a deeper way.

It will be an open interaction where the teacher will encourage student´s participation and dialogue.

To achieve a positive interaction, it will be guaranteed quality criteria. This will be possible thanks to the teachers qualifications and specialization on the topic, given as a result, an kind atmosphere to take turns, intervene and giving a positive opinion of the topic itself.

3. **Expositive:** Explaining the previous contents. The teacher or lecturer will have an important role and the student will play the part of information receiver. This is a formal and systemic knowledge which is focus on the relevant aspects of the learning topic.

In order to succeed, it will be used teaching skills that increase the clarity of the transmitted information, selection of new contents and avoid possible interferences. It will be worthwhile the utility of the topic as well as asking questions, the use of schemes, examples, expositive and argumentative questions and so forth on.

This methodology will help to construct knowledge, ideas and opinion exchanges, give experiences, to give thought about it, enable tools to student to make them active subjects.
3.3. Results
The project focused on three main aspects which have led our line of action: To Inform, Become awareness and train university student in sex healthy habits which enable to prevent people from AIDS and other sexual transmitted diseases, gaining therefore, necessary competences in the area of health education and obtaining as well, enough knowledge and skills to make and develop socio-educational intervention programs in their school centres, once they finish their training university years. Due to these reasons, the following training activities have been developed:

- Participation in the International Congress "La mediación intercultural en la atención en salud", which took place on 19 and 20 of September in 2013 in the Faculty of Science of Work at the University of Huelva, where the following activities were discussed
- Participation in the Forum of Migration Investigation Centre (CIM) from University de Huelva.
- Discussion Groups Organization
- Seminar organizations.
- AIDS workshop. How to train future teachers about AIDS.

From September 2013 on, the first programmed activity within the frame of this educational innovation project, the information and awareness has been successful on following matters:

a) Mechanisms of AIDS transmission, infection stages and diseases and high-risk sex practices.
b) Resources socio-health available to do fast detention virus tests as well as extent information about such tests.
c) Current pandemic situation
d) Socio-Educational Intervention to avoid the stigma associated with AIDS.
e) Sex healthy habits promotions that help teenagers to avoid new AIDS infections.

On the other hand, a group of 120 Social Education students have been trained on sex healthy habits, so that they may act in a near future as socio-educational agents in the promotion of healthy and safe sex among University students in Huelva.
One of the starting objectives we intended to achieve was to make these trained students came to extent their gained competences on this matter to every degree, however, this fact has not been possible due to the lack of time to organize workshops, made up of a new group of students.

3.4. Conclusions

With respect to the previous goals, it can be said that such goals have been achieved in a high degree, justifying this fact with the following arguments:

- First goal, provide information about the topic; the level of satisfaction is high. Key aspects about AIDS transmission and the pandemic situation has been told the University students, when our main starting goal was to reach 450 students approximately.

- The participation in the International Congress “La mediación intercultural en salud” and the contribution of two oral communication lectures and a poster, have definitely improved the media coverage that the team of professionals intended to get at first but overall, a major tolerant and less discriminatory attitude to AIDS sick people has been achieved as a second goal too as a result. In the forus, which was arranged by Migration Investigation Centre (CIM) from University of Huelva called “Conocimientos, representaciones y actitudes de estudiantes de titulaciones educativas sobre VIH/SIDA” whose main goal is to expose stigma representations of such students towards AIDS people, trying to make people aware in that forus about the need of attitude change on this fact.

- The training activities led to Social Education students such as two group discussion organization or AIDS workshop, intended to train a number of 120 teachers in order to promote healthy habits. Since the first training activities developed on this teaching innovation project, it has been checked that increasing young people’s knowledge over that matter must an imperative task, especially on prevention aspects.

These data suggest that specific training in sex transmission diseases like AIDS, is generally done after first sexual contacts so the younger student, posses less rigorous information. Therefore, we thought that the information must come up early and ongoing along the time, providing more and better information getting
young people leaving those conducts and wrong practices behind and encouraging sex healthy habits.

If we desire that these educational interventions are successful, it is imperative the usage of new methods, different from the old-fashioned ones.

To provide information do not produce the desirable results as in a large majority of Degree students from University of Huelva. They express to have received info through chats, seminars, training days about schooling, and despite this fact, half of students who have participated in this project, have important absences on this matter.

To handle other activities that imply different methodologies, using the dialogue and the debate is one of the keys. Thanks to that, wrong knowledge, negative social representations and discriminatory attitudes to AIDS sick people are wiped out at all in the university educational environment.

Therefore, it is imperative to improve and intensify the performances or acting, but it is also necessary that young people may look themselves as stars of prevention activities, and this way, they feel more involved and stimulated, taking on more commitment and responsibility.

To make young people aware that the need of protecting their health, developing programs that help to do the test, to work on the prevention of this stigma and help to prevent the discrimination of AIDS people. These aspects must be the main goals for universities as healthy habits promotion environment.

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A descriptive analysis of plurilingual models for the acquisition of languages in Higher Education

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1. INTRODUCTION

The role of languages in nowadays world has been marked by revolutionary changes. The emergence of an international consciousness -- based on global democratic values --, which promotes linguistic diversity, has provided mobility and exchange between different countries. Besides, the access to new information and communication technologies have developed a constant use of languages when reading and listening different documents from a wide range of communication areas. This creates distinctive social contexts (private, professional, on-site, virtual) which make necessary language proficiency.

Therefore, these social and knowledge transformations force the development of a different approach in educational practice concerning the acquisition of a second language, both in the objectives of the curriculum and in the educational process in the classroom. Chomsky’s native speaker construct, focused on the knowledge of a language instead of the ability of using it in different situations, has been contested. On the one hand, according to Ambadiang and García (2006), the distinctive heterogeneity of any social group is neglected. On the other hand, the native speaker’s language standard expertise is usually unreasonably legitimated (Kramsch, 1998; Canagarajah, 2006).

Accordingly, an integrative action of the cognitive, procedural and attitudinal dimensions of the learner is proposed, by competences. The term *competence* encompasses a number of definitions which could be applied to different
contexts. At first, this term was related to all those personal characteristics that allow a good performance of a certain task in the business world (Boyatzis, 1982). On the other hand, in the educational field, to these personal characteristics (knowledge, skills and attitudes) was added the adaptive profile to a context in which the learning process covers sense (Masterpasqua, 1989). These two conceptualizations came together emphasizing the importance of social construction as a basis for the development of competencies. These are acquired through experience in concrete situations and are essential to productively perform a task. As Leboyer (2003) said, the competence is an observable behavioral reality in work and evaluation situations. Rosales, Navarro & Pires (2010) include the contribution of Tobón (2006) who defines the competences as actions of multiple dimensions that are developed following order-disorder-reorganization pattern. It does not mean doing the task effectively but also knowing the reason for the action. This is called responsible suitable performance. Therefore, competences are situated in the realm of reality because they allow the solution of problems based on criteria of efficiency, appropriation and relevance in a given context.

Thus, the development of the plurilingual competence becomes the aim of the second language teaching-learning process, creating the pattern to learn a third language. This competence embraces learners’ skills in order to deal with different situations and purposes. Therefore, the promotion of the plurilingual competence results in a superior development of the students’ metalinguistic knowledge, a greater openness and awareness of linguistic diversity and the similarities and differences between languages, their systems and their conventions of use and, thus, a greater activation of learning (Meissner, 2008).

The development of traditional methods and approaches to multilingual education takes place in a determined historical, sociocultural and sociolinguistic context, which characterizes to a greater or lesser extent teachers’ as well as students’ position and expectations. In this area, the communicative approach should not be understood as a relay of the methods which prevailed until its development; it does not eliminate but rather re-adapts pedagogical principles of previous methodological approaches or approaches, and rather picks them up those now applied by eclectically optimizing them. Currently there is no book, magazine or document linked to language teaching which does not directly or indirectly address the communicative approach, because of the greater impact it has received in the field of language teaching in recent decades.
The communicative approach is defined as a methodology which develops in the students the competence to communicate in order to be adaptable and open to the diversity of concepts, always organized according to the objectives from the functions (acts of words) and the notions (semantic-grammatical categories such as time, space, etc.). Bérard (1995) explains that this approach is developed from a critique of audio-oral and audio-visual methodologies for language teaching. Its fundamental purpose is to establish communication, taking into account the students’ needs which determine the skills they wish to develop (oral and written comprehension and expression), using authentic documents of everyday life for a better and faster acquisition of the language. The knowledge acquired will be used in real situations, respecting socio-cultural codes. Thus, students will be the protagonists of their learning and will have the capacity to learn in order to learn. Through communication and learning strategies, the aim in the classroom will be to facilitate sociability, create a climate of teaching/learning which enables motivation and communication between students and between teacher and students.

2. MULTILINGUALISM AND PLURILINGUALISM

The term *plurilingualism* has been used in different contexts with different terms, such as *multilingualism*, not always coincident with each other. In the teaching-learning process context, the Common European Framework of Reference for Languages (2001) defines *multilingualism*, on the one hand, as a sociological reality consisting of knowledge of several languages or the coexistence of different languages in a given society and, on the other hand, as a formative objective that can be simply achieved by diversifying the languages offered in a school (...), ensuring that students learn more than a foreign language. In terms of *plurilingualism*, it is considered as an individual competence that does not consist of a repertory of differentiated competencies to communicate by languages but of a plurilingual and multilingual competence which includes the whole of those languages.

Beyond this, the multilingual approach emphasizes the fact that the linguistic experience of an individual in cultural contexts of a language, from the familiar language to the language of society in general, and then to the languages of other peoples (whether learned at school or university, or through direct experience), the individual does not keep these languages and cultures in mental compartments strictly separate, but develops a communicative competence to
which all knowledge and linguistic experiences contribute and in which languages are related and interact.

This means to quit a biased view of a student’s competences in the field of languages and cultures and the adoption of teaching-learning approaches which take into account that the diverse linguistic repertoire is not in isolation, but which, although different from each other, are treated as a single competence. According to Cummins (1979) in his linguistic interdependence hypothesis, separate competences between the languages of a bilingual person do not exist. This author postulates a common veiled competence for the two languages.

In this sense, Vila (2006) concludes that a common underlying competence exists when a bilingual or multilingual person uses languages. What is more, this unique competence is translated into remarkable metacognitive skills which enable the development of new communicative strategies and opportunities to acquire other languages.

Various experiences with students have been promoted in order not to learn a language but to develop the single multilingual competence (Candelier, 2003). These experiences deal with the differences and similarities between languages, such as written code, lexicon or morphological aspects. That allows to develop their consciousness of the arbitrariness of linguistic signs and to acquire strategies to analyse the linguistic systems and to create patterns which could be applied to other languages.

Besides, Herdina and Jessner (2002) when facing a new linguistic system, a multilingual person resorts to previously acquired languages, developing a multicompetence which promotes cognitive improvement. Thus, multilingual competence is a complex system with many elements, such as descriptive and procedural knowledge, personal skills and abilities and learning strategies, all of which are interrelated and strategically handled (Stratilaki, 2011). The only way to adapt to plurilingualism is to adopt the control of these different perspectives on the personal identity.

From this point of view, the main purpose of language teaching system is not to achieve separately one or more than one language proficiency, but to teach students to turn to the different parts of the plurilingual competence for effective communication in different contexts. Further, if language learning is a task which can spread in a continuous evolution throughout the whole life of a person, development of motivation, metacognitive skills and confidence of the apprentice
itself are of particular relevance, and must be taken into consideration in the formative practices in higher education.

As a consequence of the close relationship between language and culture, pluricultural and multi-cultural competence would therefore be intimately related: the development of the first is unimaginable without the simultaneous development of the second. Byram (2008) is one of the authors who have contributed most to the reflection on the integration of language and culture in language teaching. He postulates that this integration facilitates communication and interaction. But, moreover, it stimulates critical questioning and retraining of the general culture of the student’s socialization. This promotes an intercultural awareness, which goes beyond knowledge and communication skills, and includes different forms of behaviours: other ways of reacting socially are identified while they are interpreted properly.

As a result, the paradigm of language teaching must undergo changes: diversification in educational provision, new procedures in classroom practices, new materials focused on objectives and competences (Martín, 2014).

3. PLURILINGUAL AND INTERCULTURAL TRAINING

According to Cavalli et al. (2009), multilingual and intercultural training is not a new methodology for the teaching of languages, but rather a change of perspective. That implies to create an identity opened to a cultural plurality and diversity which means to approach language as a product of these different cultures. Thus, the main aim of language teaching is neither an economic benefit (language as instrument to communicate in business), nor a cognitive benefit (language as the vehicle by which knowledge is transmitted). Nevertheless, it is a complete evolution of the individual who uses languages in order to communicate values (educational and developmental benefit) and emotions (affective benefit). The goal is to generate observation and analysis on language dimensions taking into consideration every language contact in different situations and creating a cognitive pattern which could be applied in communicative, linguistic and discursive areas of those languages.
4. PLURILINGUISM PEDAGOGICAL MODELS TODAY

So far, there are several models proposed for multilingual teaching. Nowadays, the so-called singular approaches (which take a single language and culture as the teaching object) move towards to what the Council of Europe in its Framework of Reference for Multilingual Approaches to Languages and Cultures referred to as language and culture plural approaches: Intercultural Approach, Intercomprehension between the languages of the same Family, Awakening to Languages (Language Awareness) and Integrated Language Teaching.

4.1. Intercultural Approach

This approach seeks to explore the cultural side of language. It is influenced by a specific context in which culture plays a crucial role. In it, how language works, how it makes sense, what meaning it has for the speakers,... is analysed. In addition, according to Corbett (2003) in these contexts culture creates routine patterns of social practices, use of symbols, meanings, which frame the functioning of a language.

Williams (1958) defines culture as an element of ordinary presence, that is to say, it is in daily life and also, in continuous evolution, as language. Maintaining and using universal patterns can destroy cultural specificity by avoiding difference. However, the cultural divisions become more palpable thanks to the acceleration produced by the continuous flow of change: society is fragmented, culture is divided and this is more visible. The learner takes as reference their own culture, analysing, comparing and moving between cultures, adopting language acquisition strategies. Corbett (2003) defines it as a mediator between cultures.

In the acquisition of second languages, communicative methods only focused on the use of language, forget the cultural factor, essential for the adequate acquisition of language, according to this paradigm. Communicative language learning assumes that relating both languages, mother tongue and language to acquire, and looking for the remaining information, the learner naturally develops skills and knowledge which bring closer to the competence of a native speaker. The objective is to help the learner to acquire strategies based on the observation of social and cultural behaviour. Learning is described in two directions: on the one hand, the learner internalizes these strategies and compares them with their native language, understanding the functioning of their own community and language.
According to Guilherme (2002), the ultimate goal of an intercultural approach is not that learners converge the acquisition of native speakers' competence but rather acquire an intercultural communicative competence. This involves understanding the language and behaviour of the target community and also informing their own community. Therefore, the learner looks at different cultures with perspective, is able to analyse, to inform, to develop language proficiency.

4.2. Intercomprehension

Intercomprehension is the phenomenon that any speaker, who fully or partially understands a message emitted in another language to which he has not been in contact naturally or by formal instruction, can experience. It is that common space in which two individuals can communicate using each of their language, without changing language code. The intercomprehension between language speakers of the same linguistic family is historically known and experienced throughout history although not always aware of its nature (Martin, 2011). In this sense, bringing intercomprehension to the classroom as a tool for the promotion of language learning is necessary. Specifically for the development of the multilingual reading competence, the transfer of reading strategies acquired in L1 and practiced in L2 and for the reflection on the value of interlingual transparency as a resource for metalinguistic awareness.

In the last two decades there has been a scientific and academic debate on the teaching of intercomprehension, with numerous proposed methods such as EuRom 4 and 5, EuroCom, Euro-mania, Galanet and Galatea, among others. Recently, educational projects have been launched in international contexts (Wauthion, 2012) with the aim of inserting intercomprehension modules into the teaching/learning process. Thus, it would be interesting to analyze the advantages of all these methods, mainly to promote social multilingualism and individual plurilingualism and, on the other hand, to retake the interactive explanatory model of reading comprehension to work the intercomprehension in the classroom.

There are several paradigms which try to explain the processing levels of reading comprehension. The ascending (down-up) structuralist model conceives the reading process as sequential decoding on an upward unidirectional path. The text is conceived as the only source of knowledge. After recognizing and identifying the graphemes, associating them with their corresponding phoneme, recognizing the syllables, words and sentence, after this form of ascending and
hierarchical processing, the reader would arrive at an understanding of the text (Acquaroni, 2004). Instead, the descending model (up-down) defends a reading process in the reverse direction. To understand the text, the reader begins a trajectory that has as its starting point his reading skills, his expectations and his previous knowledge. In this way, this explanatory model takes into account almost exclusively the contribution of the individual reader, who predicts what he reads, confirming or correcting it (Reguerio, 2011).

Facing these two opposing models, the complexity of the processing levels of reading comprehension has led to the presentation of a conciliatory paradigm, integrating the two previous models, which conceives reading as a two-way path, from the text to the reader and from the reader to the text. This interactive model is based on the constructive nature of memory, the cognitive model of schema theory and the development of textual linguistics as a source of tools for the texts analysis (Acquaroni, 2004).

The didactic sequence of this paradigm takes the interactive model as an explanatory model of reading ability in general and reading intercomprehension in particular. And because the information circulates in a flow that goes from the text to the word and from the word to the text (López and Sere, 2001), it is advisable to propose activities that take into account the four levels of readability. In this way, the reader induces global syntax, activates his knowledge and beliefs of the world, understands the continuum word-sentence, and finally interprets the meaning of the text.

Reinforcing this idea of interactive model of intercomprehension, a possible first dialogue between a text in L2 and the reader is presented. This initial step of the didactic sequence pretends, at first, that the learner makes active use of his previous knowledge since he has to perform an activity on a text in a language inaccessible to the competent subject in L1. In this way, he will actually perceive as transparent the reading of fragments in L2 or L3 in the later stage of the didactic sequence.

In the didactic sequence the learner is asked to approach the same written text in L2 or L3. The objectives are given before training different types of reading. On the other hand, the interlingual transparency is emphasized as a resource for metalinguistic awareness and the development of the *interlanguage*.
4.3. Language Awareness

Language Awareness approach proposes a psychological work. It consists in creating the awareness of the language system which leads to the acquisition of other languages. Little (2008) defines the natural use of language as a reflexive use: the user has or is aware of the way certain aspects of the form of texts are related to the message they transmit. Reflective use must be promoted by using activities which encourage language awareness.

Nevertheless, Fairclough (2014) considers that Language Awareness tends to focus on language properties and use, forgetting the cultural importance of language.

Nevertheless, Language Awareness defends sociolinguistic competence as a further competence (Instituto Cervantes, 2002) which, along with the linguistic and pragmatic competences, constitutes the communicative competences of language, learning objectives of the student. Within the sociolinguistic competence are linguistic markers of social relations (forms of treatment, conventions for word shifts), norms of courtesy (positive or negative, depending on the context), expressions of popular wisdom (saying, idioms), differences of register (solemn, formal, informal, family) and dialect and accent (social class, regional origin, national origin, ethnic group, professional group). The conception of this method also carries the idea that at the level of speech there is no opposition between "right" or "wrong", typical of the traditional consideration of learning (Richards and Rodgers, 2003; Sánchez, 2000; Zanón, 2007), but between "adequate" or "inadequate".

In this sense, the action-oriented approach is understood as the one defending the use of language in real social situations which grant the speaker all kinds of socio-cognitive labels, while they allow him to perform the necessary tasks to live in daily life. Therefore, following Fernández (2013), this paradigm focuses on the actual use of language beyond the code, that is to say, it considers users and students mainly as social agents. That implies, on the other hand, to understand language as a vehicle of relations and expression of identities which always transcends what is strictly said. Finally, the accomplishment of classroom tasks is related to communicative success in real world. Tasks are actions which are carried out by one or more individuals using strategically their specific competences to achieve a concrete result. All this implies, first, a way of evaluating not only the teaching / learning process of the second language, but also the capacity of the students to develop in the foreign language to solve their concrete communicative needs in a natural language, in a given set of
circumstances, in a specific environment and within a specific field of action. Consequently, the social visibilization of the second language is urgently necessary to reach this communicative success, in addition of a methodological support that it should count on (Etxebarria, 2002; Moreno, 2014).

Also, the lack of language proficiency can lead to misunderstandings, creating a feeling of failure in the student and criticizing bilingual speakers (considered rude to speak in a language that he does not understand). Not knowing a second language, at least from a theoretical perspective, can frustrate students’ learning process and radically destroy any attempt at communication that has been proposed, thus throwing away the spirit that underlies the action-oriented approach.

4.4. Integrated Language Teaching
The Integrated Language Teaching (Content and Language Integrated Learning, CLIL) aims to help the student to establish relationships between a limited number of languages, those learned at school. For this purpose, the L1 serves as support to facilitate access to an additional first language (L2). Subsequently, the support comes from these two (L1 and L2), to facilitate access to an L3, and so on. This approach implies that students learn both new content of a subject and a new language. From this point of view, both (content and language) are learning objectives and should be evaluated. However, content seems to have primacy over language in the educational approach and in the materials used. Since in this educational approach practice has advanced to the theory, one of the many urgent tasks is to analyse CLIL didactic materials and to observe if a true integration of language and contents is taught as a double focus indicated as the acronym itself shows. From the current bilingual teaching, this model is complemented in a satisfactory way with multimedia resources. Therefore, it is necessary to contextualize the relevance of the work materials. Subsequently, the viability of the potential contributions of multimedia resources to the learning process of the subject to be taught and the process of learning a language should be evaluated. In this way, the potential of the multimodal communication of this paradigm and the effectiveness of these exploited resources for the foreign language learning increase (Dalton-Puffer, 2007).

The importance of materials for effective implementation of CLIL has been repeatedly highlighted in the literature on teaching other languages (Clegg, 2007, Dalton-Puffer, 2007, Mehisto, 2008, Coyle et al., 2010). In this sense, one of the
biggest problems in Finland, leading country in the implementation of CLIL, has been the lack of adequate materials (Mäkiranta, 2014). The marketing of CLIL materials is a recent phenomenon (Kelly, 2014) and publishers have thus found a market target that they are trying to exploit. However, according to Martín and Rascón’s (2015) study on whether CLIL materials marketed in Spain paid attention to the integration of language and content, concluded that it was difficult to find linguistic objectives or language explicit teaching.

5. CONCLUSIONS

The importance of language teaching in the current models lies in several important aspects. The following are some issues that should be urgently addressed and to which a broad-based research should guide many efforts (Ruiz and Camps, 2007; Cambra, 2010).

1. Teaching contents in relation to the curricular formulations

Attempts to overcome the traditional approach focused on grammar teaching led to the emphasis on what were called the four verbal skills: speaking, listening, writing and reading. With some exceptions, grammar dealt with such skills separately. The contribution of these curricular approaches took into account all verbal uses and accorded priority to the oral language, in spite of the difficulty in teaching practice. This prioritization of verbal skills coincided with the impulse of the research on the cognitive and sociocognitive processes of reading and writing which provided theoretical frameworks to support them. The separation of skills has been perceived as a problem and current approaches in language teaching raise the interrelation between them, bringing them together under the denomination of communicative approach, which poses challenges to which research should respond in order to offer solid bases on which substantiating the practice. In this sense, we should advance how the teaching can contribute to the development of students’ verbal abilities and capacities in an integrated way, so that they develop harmoniously and deeply.
2. Oral and written genres: a diversity that converges in the area of teaching / learning

Beyond programming based on the types of texts, when written and multimodal uses through the media are generalized, higher education should approach them from a prior consideration: the confluence in each teaching situation of the language of diverse genres, understood as discursive activities with diverse functions. In the learning situations of these areas, language is both the object and the instrument of such learning. In this sense, some complex genres such as expository academics, literary and journalistic, are not simply learned through use but must be taken as an object of learning. Other oral and written discursive genres concur with this learning. In this way, this distinction between learning genres and tool genres can enrich the overly linear view of gender learning that some proposals pose. On the other hand, the importance of intentional and explicit teaching of discursive genres, beyond their use, and the need to create communicative situations oriented to learning that, in themselves, give meaning to the verbal activities that are performed, are highlighted.

3. Grammatical knowledge and the use of language: a problematic relationship

The relationship between grammatical knowledge and language use has always been problematic. The dichotomy in linguistic studies makes this relationship in the field of teaching neither obvious nor easy. It is a crucial topic in language teaching and many questions rather than solutions arise. From this point of view, the elaboration of a pedagogical grammar, created from the linguistic and didactic point of view, is becoming more and more important in view of the dispersion of the grammatical contents of the current curricular materials. That is, selecting the contents, sequencing them and adapting them to the different levels is essential; all of which implies research within the framework of the didactic system.

4. Plurilingualism problem

The problematic of this term revolves around the linguistic and sociolinguistic situations of the territories, with the aims that society and school are proposed in terms of knowledge of language (own languages, second language, foreign languages). And finally, with the familiar languages of the students who come from linguistically diverse countries and with the languages that these students
have learned at schools that they have attended before their arrival in the teaching country. All this is a complex area which requires research on the relationship between those languages in an integrated curriculum in order to determine the possible transfer between them and to establish the learning contents in which they are conceived as languages of the school. Besides, inquiring about the functions of the different languages in the construction of knowledge (Guasch, 2011). In this sense, interdisciplinary research on language learning and content, in case they are taught in the second language is needed. It is not enough to arbitrate solutions intuitively, but it is necessary to base these intuitions in research.

5. The linguistic-didactic training of teachers

The adaptation of teacher training curricula to the guidelines issued by the European Union, the so-called 'Bolonia Plan', was carried out without deep debates on the professional profiles of teachers when coping with current demands, at least as regard to the citizens’ linguistic training and teachers’. Although they have been tried in some universities, the adaptation has been purely technical and has lacked a calm debate in which all the sectors that have relation with this subject were involved. The training in language didactics is one of the areas which would require debate and, of course, research to substantiate it.

To conclude, it is evident that in recent years there has been important progress in research on reading and writing teaching, the formal oral language teaching has been seriously tackled, and some topics which are needed to be investigated, have been presented. This is a key starting point for moving forward and responding to a growing need for research in language teaching, in order to support the proposals which should be developed in universities, different from those based on traditional language teaching. However, to advance in this field, it is necessary that the results of the research add knowledge which could be shared. Therefore, it requires, on the one hand, research lines clearly presented which publicly offer their results and, on the other hand, areas of communication in which achievements and difficulties faced by teachers and researchers can be discussed.
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