

ANALYTICAL SUMMARY

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Are there indicators for identifying talent?

ABSTRACT: Researchers have been made different approaches over the past decades, to the notion of talent from different perspectives differentiating this concept from others such as gifted, expert, genius or similar ones. Along these pages we attempt to describe succinctly different definitions that have emerged in recent years as well as giving a sample of some of the indicators that characterize the subjects that have some talent.

KEY WORDS: talent; education; indicators.

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How socio-emotional competences work on students with high ability

ABSTRACT: The aim of this paper is to study social-emotional competences of a group of talented students. For this purpose 1237 secondary school students have participated, in which 231 students a 8.3% were identified as figurative talents, a 2.7% as academical talents and a 7.6% as combined talents (figurative and academical), where 145 (62.6%) were boys. All of them are studying in different education centres in Spain both public and private. Identification was made according to the criteria developed by Castelló & Battle (1998). The students ages range from 11 to 17 years old ($M = 13.91$; $DT = 1.182$). The instrument used to measure social-emotional competences was the Emotional Quotient Inventory: Youth Version, EQ-i:YV (Bar-On & Parker, 2000). The Bar-On EQ-i:YV is a 60-item self-report inventory which assesses emotional intelligence (EI) in youths aged from 7 to 18 years old. The results indicate that figurative talented students show a higher stress management; while the combined talents (figurative and academical talent) show higher intrapersonal and adaptability competences.

KEY WORDS: academical talents; figurative; social-emotional competences.

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Scientific Creativity and High Ability: Gender and academic level differences

ABSTRACT: The purpose of this study was to investigate the influence of gender and educational level on scientific creativity among gifted/talented students. A cohort of 78 secondary school students from 12 to 16 years old participated in this research. The scientific creativity was measured using the Creative Scientific Ability Test (Sak & Ayas, 2011) designed for secondary school students from 11 to 14 years old. Its theoretical framework sets up the measurement of a three dimensional structure: general creative abilities (fluency, flexibility and creativity), scientific creative abilities (hypothesis generation, hypothesis testing and evidence evaluation) and scientific knowledge. This test has the right adequate psychometric properties with a Cronbach's alpha coefficient of 0.848 (Sak & Ayas, 2013). Results indicated that male students scored significantly higher in a task named *Interaction Graph* which measures hypothesis generation in interdisciplinary science. The analysis also showed that students involved in upper education levels scores significantly higher in general fluency and in the task called *The Food Chain* which measures evidence evaluation in the area of ecology.

KEY WORD: high ability; gifted; talented; gender; education level.

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Education in music: A critical approach to talent and music education

ABSTRACT: The importance of music to life and retention in all cultures, allow conceived as a context for development and learning, rather than as a professional specialty. Both culture and training process as institutionalized education, converge in the music field, which suggests that it is possible to educate in music. From this discussion, the notion of talent becomes problematic and explores the whole concept of musical intelligence; different forms of assessment of musical potential are analyzed and finally a model of integration ranging from early childhood to graduate training aims to develop and articulate corporeality to various forms of symbolic, formal logical and creative thinking. The axes of the model is characterized by its breadth, flexibility and variability of ways you can express.

KEY WORDS: education; music; musical intelligence; holistic model.

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Challenges, teachers and gifted learners in mathematics

ABSTRACT: In this paper we reflect on the nature of the mathematical challenges and their important role in the care of students with mathematically talented students, and we insist on the possible roles that teachers can play. We stress the need for the math teacher achieve a specialized knowledge on formulating appropriate mathematical challenges, in order to identify and to encourage mathematically talented students in the classroom. We exemplify these ideas with specific challenges, showing teacher strategies used to formulate mathematical challenges around a specific content and how to sequence them.

KEY WORDS: mathematically talented students; mathematical challenges; mathematical talent; teachers; reformulation of task.

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And if we forget the talent detection... And if we individualize the development of HIS Talent

ABSTRACT: For many years, it has been understood that the process of sport talent identification as a close to magic process (although it is understood in many cases as well), in which the coach was able, by some tests and test batteries, able to predict the future of athletes, and discern among them, who are the graceful people that would be World Champions. What ideas and arguments can lead to think that this is possible? Similarly, under the idea of talent development, it is also thought that, knowing how these athletes who have achieved the highest possible performance, it would also be possible to design a perfect process that allowed younger, if they met perfectly with the path set, reach or even exceed that performance. Do we really think this is possible?

Far from accepting such ideas (and that support mainly), we must consider that there are many people who have the potential to produce high yields, in our case in sports. And far from thinking that you are just a graceful by grace of fate or the *genetic lottery*, we must understand that if we are able to monitor and facilitate the development process of a person, will be closer to being able to achieve the desired levels of performance. What is it that allows or causes an athlete to achieve the expected results

when others do not? What factors favor the development of the athlete? How to design the development process of the athlete? We aim in this article summarize the main ideas and arguments with which the detection process and developing talent is addressed, and give the reader some ideas to help improve the learning process of any athlete who may fall into their hands.

KEY WORDS: talent detection; talent development; «transfer talent»; «talent recycling»; «mature-age talent identification».

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Education, religion and progress in Teófilo Braga - A reinterpretation of the *Sistema Sociológico* (1884)

ABSTRACT: Republican Teófilo Braga (1843-1924) stands out in the Portuguese intellectual landscape of the end of the 19th century, as one of the defenders of positivist thinking. Political activist, professor and intellectual committed to thinking a destination for Portugal. In its multifaceted literature is evident systematicity and consistency of a theory – as a repository of critical scientific arguments – to support the radical political transformation of the country. Reflect the modernity and its legitimacy tends to be the structuring logic of the *Sistema de Sociologia* (1884).

KEY WORDS: positivism, modernity, secularization, education.

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The educational thought of Menéndez Pelayo

ABSTRACT: This work shows some subjects about Spanish education that were studied by Menéndez Pelayo: theirs determination, remedy of the deficiencies and proposals for the future, in harmony with the much progressives countries.

KEY WORDS: Menéndez Pelayo; education; deficiency; University; progress.

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Methods, forms, procedures and education systems on a conception of teaching as art by José M. Zamora

ABSTRACT: In this article, core pedagogic categories and its problematic elements such as: methods, forms, procedures, systems and laws are recreated. All this, as part of the pedagogical memory recovery through the discourse, in relation to this field of knowledge, that is done in the developments of José M. Zamora, as a reform that inspired the pedagogical practices during a period of the History of Education, the 20s, and especially inspired by the first German pedagogical mission.

In the Manual of Pedagogy of Zamora, possibilities and visions from a hopeful World from the Education are seen. Some components arrive at the present time to be evaluated. The author distinguishes into three educational methods: physical, intellectual and moral; Pedagogical forms are classified into four: interrogative, expository, heuristics and narrative. The pedagogical procedures are divided in ten, whereas the educational systems in three: mutual or reciprocal, conferences and discussion. Finally, the pedagogical laws are divided in: physical, intellectual and moral. All of them are important elements in the contemporary pedagogical analysis.

KEY WORDS: methods; forms; procedures; systems; law; pedagogy.

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The person from Emmanuel Mounier's view and its impact on the educational mission

ABSTRACT: Article of critical reflection, that begins with the description of the concepts of personal reference and person, in order to go deeply into the analysis of the links between Mounier's personal reference and its impact on the educational mission, putting into evidence the position about the human commitment with the person's formation and improvement.

KEY WORDS: personal reference; person; values; educational mission; formation.

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Nursery songs in the classroom. Proposal for an analysis sheet

ABSTRACT: Nursery songs are one of the basic pillars of musical education in primary schools in Spain. Teachers need analytical resources providing them with tools to select the choice of songs they will use in the classroom for each different level, school year, age group, etc. This paper offers a proposal for the organisation of such an analysis, establishing an action plan and suggesting the categories to be included in each section. The following aspects relevant to the composition of nursery songs as classroom songs are taken into consideration: musical, linguistic, didactic, methodological, cultural, etc. Moreover, the study of such songs over a range of historical periods provides an opportunity for establishing a historical sequence for the evolution of these minor musical works from the point of view of their composition and their educational use. With regard to their artistic content, these songs can be interpreted and reinterpreted under new and current educational ideologies.

KEY WORDS: nursery song; classroom song; musical education; primary education; musical education training; analytical category.

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Socialization and adult literacy in Castilla y León (1939-1975)

ABSTRACT: The particular social, cultural, political and economical situation in Castilla y León during the age of Franco's government, gives us the opportunity to talk about a truly diverse and prominent model regarding the adult's sociability. Thus, in this article we analyse the official status kept by this territory regarding the adult education by two ways. The first one is related to the formal model of adult instruction, assumed at a national level and adapted in the local one. In this way, we highlight the different actions of literacy developed in our region, making a distinction between structural and pedagogical indicators, and explaining them by their action spaces, curricular and main contents. In a second stage, we turn to study the promotion and cultural extension strategies to, on the one hand, unmask the hidden purposes of the regime's initiatives and, on the other hand, know their application in the adult sociability development beyond the simple and insufficient literacy.

KEY WORDS: Franco's government; adult; literacy; socialization; cultural and popular extension; Castilla y León.

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The racial mixing in the Colombian textbooks of geography (1975-1990)

ABSTRACT: Miscegenation and content of instruction in geography textbooks Colombia, published between 1975 and 1990, is part of social classification produced in racist social relations. As such, the city is bounded on hierarchical categories named as mestizo / mulatto / Sambo and three races group, under the criterion of crossbreeding. It is part of the self-understanding of the elites, the representation of themselves and others, under the gaze of racism.

KEY WORDS: crossbreeding; textbooks; geography; secondary education; mestizos; mulattos; baboons.

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Emotional intelligence and school leadership

ABSTRACT: The phenomena of school leadership and emotional intelligence have been object of increased interest and debate to scientific community, meaning a strong need to understand how they can affect school's performance. Regarding school leaders' emotional intelligence characteristics, this investigation attempts to establish further understandings on the degree of association concerning school leaders' emotional intelligence and school leaders' effectiveness, according to the Portuguese ministerial education inspection guidelines. In order to attain that goal two different types of data collection methods were used, questionnaires and document analysis. On one hand, applying self-report questionnaires allowed us to describe the emotional intelligence of the studied sample. On the other hand, the document analysis enabled us to establish further understandings on the degree of association between emotional intelligence dimensions and leadership effectiveness. The results point to the existence of a relationship between the emotional intelligence dimensions, the relationship quality and the effectiveness of the sample school leadership.

KEY WORDS: school leadership; emotional intelligence; relationship management.

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Social discomfort and teacher distress: a research of *burnout* syndrome and its socioeducative incidence

ABSTRACT: The school community and the conflicts that are generated in there, are being the subject of concern, both by society as by the same educational community. Teachers have to respond to a society an increasingly demanding with education, characterized by multiple factors not only educational but also social. This wide range of variables to which the teacher faces is causing some discomfort by the appearance of multiple psychosocial problems such as burnout syndrome. We present research that attempts to determine the prevalence of this psychosocial problematic in public secondary schools in the Balearic Islands, from the study of three variables: emotional exhaustion, depersonalization and personal accomplishment, using as instrument the MBI Maslach and Jackson.

KEY WORDS: social malaise; educational malaise; *burnout*; variables; evaluation; Balearic Islands.

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