

DOCUMENT RESUME

ED 411 202

SP 037 485

AUTHOR Hernandez, Fernando
TITLE History of Practitioner-Researcher Relationship in Spain.
PUB DATE 1997-03-00
NOTE 5p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
PUB TYPE Reports - Descriptive (141) -- Speeches/Meeting Papers (150)
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Action Research; Change Strategies; Educational Change; *Educational Cooperation; Elementary Secondary Education; Foreign Countries; Higher Education; Inservice Teacher Education; Teacher Centers; Teachers; *Theory Practice Relationship
IDENTIFIERS *Spain; *Teacher Researcher Relationship

ABSTRACT

In Spain, many aspects of educational reform began with the social movements arising in the 1960s. By the end of the 1970s, as the first democratic local elections were held, psychologists, educators, and social workers began to work toward schools that would compensate for the social and individual disadvantages of many students. These efforts also included collaboration with the local teachers to work on improving the quality of schooling. Teachers' Centers were founded in 1984 with the aim of being places where teachers could decide and manage areas and topics of their own interest in inservice education. The Ministry of Education also began offering grants for research on topics related to school improvement, where teachers and researchers could work together collaboratively. In 1986, further political change led the Ministry of Education to stop top-down reform and initiate a debate about a new law to regulate the educational system. This law, passed in 1990, required a national curriculum. Teachers were required to write lesson plans that specified a sequence of content, and many sought advice from researchers regarding these and other aspects of implementing the new law, resulting in more collaborative efforts. Finally, a journal was created that brings together researchers and practitioners in a joint publication effort. (JLS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

History of practitioner-researcher relationship in Spain

Fernando Hernández

Paper presented at AERA, '97 in the Interactive Symposium:
Reciprocal Conversations: A Spanish model of practitioners and researchers working together.

University of Barcelona
Fine Arts College
Pau Gargallo, 4
08027 Barcelona. Spain
fhernand@trivium.gh.ub.es

The history of the relationship between researchers and practitioners is linked with the recent history of education in Spain. Regarding this symposium I paid attention to four relevant moments of this history, where the relation adopted a new strategy and developed a different educational and political aim.

Collaboration for democracy: Collaboration for the quality of schooling

This history could start at the end of the sixties. It was a time to fight for democracy, a time to fight for the improvement of the quality of the public schooling. Many Primary and Secondary teachers started a self-organized movement to change the conditions of their school practices. They adopted some of the ideas and experiences of relevant figures, particularly from the twenties and the thirties when, in Spain, education was written in capital letters, and being a teacher meant being "the first citizen of the Republic".

These teachers started to study the ideas of the New School movement, which has emerged in Europe at the end of the nineteenth century. This reformist movement exerted an important influence, particularly in Catalonia, where the process of industrialization and its social, politic and economic consequences was reflected in the ideas by educators such as Ferrer i Guardia (founder and director of the rationalist Modern School, 1901-1906), Pau Vila (founder and principal of the Horaciam School, 1905-1912), Rosa Sensat,.. amongst some others.

They also paid attention to the ideas of *La Institución Libre de Enseñanza* (The Free Teaching Institution) founded in 1876 in Madrid by a group of liberal and democratic intellectuals, under the management of Francisco Giner de los Ríos. The aims of the Institution were initially close to The Free University of Brussels, where "new" human beings could be educated with no ideological constraints from the State or the Catholic Church. Ethic rigor and individual austerity were the main characteristics of this regenerative movement, aimed at the promotion of personal moral criteria versus dogmatic values.

They also looked beyond the Spanish borders and created a network with such people as Neil (Summerhill) Illich and others whose views were against authoritarianism and schooling. These school teachers started a self-education process to exchange and build new knowledge about schooling, the conception of child, and classroom practices. In this context the ideas of

1

PERMISSION TO REPRODUCE AND
DISSEMINATE THIS MATERIAL
HAS BEEN GRANTED BY

F. Hernández

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- This document has been reproduced as received from the person or organization originating it.
- Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

2

BEST COPY AVAILABLE

ED 411 202

Freinet, who was the inspiration of the magazine Kikiriki (*Cooperacion Educativa*) founders, were very influential. His ideas and teaching techniques led some Spanish teachers to establish a connections of examples to open their schools and join children from different environments and locations.

At that time, school and university teachers started to co-operate amongst themselves to improve the knowledge from the past and to readapt to the present circumstances. They worked together in Summer Schools, seminars and in the education sessions held by communist and anarchist-oriented political parties and unions. As a consequence of this social and educational mobilization the year 1975 was a significant starting point. General Franco (Spain's dictatorship from 1939 to 1975) died and hence an important transition towards democracy was started. Several monthly educational magazines began to be published, containing researchers' and teachers' experiences, discussions and issues of common interest. The Journals names were *Perspectiva Escolar*, *Guix* (Chalk) and *Cuadernos de Pedagogía*. All of them are still being published.

Cuadernos de Pedagogía, the most well known of these magazines, not only in Spain, but also in Latin America, has about of 15,000 subscribers. I wrote down some ideas from the first editorial of this publication to show the social and educational atmosphere in Spain at that time. In the first issue the editors explained the aims and intentions of the journal in the following terms:

“to make public the ambitions of school and social renovation; give the educators the opportunity to learn about reflections and worries from all teaching professionals; put our thoughts (both individual and group) to find a common ground and to transform them into collaborative action. Theoretical reflection and practical experiences begin to join together to find a balance between the difficulties of practitioners to write about their experiences in a reflective way and those of academics to connect with the daily teachers' worries”.

And such was the starting point of the history of collaboration between teachers and researchers in the recent Spanish history.

Piaget at school: teaching as a research process

I located the second moment of this summarized history in 1970, when Piaget was appointed Doctor Honoris by the University of Barcelona. Around the purposes of genetic epistemology a new movement of collaboration was started, initially located at the Institute of Research of Education Applied Psychology, which belonged to Barcelona's Municipality. Its aim was to introduce Piaget's ideas into school practices.

One of the results of this intention was the interest many primary schools teachers developed towards research. The movement's motto was to improve schooling, from the view that is the child the one to discover knowledge by him or herself. Practitioners and researchers worked together so as to understand the relationship between the process of teaching and children's development on learning.

These ideas paid attention to the cognitive aspects of development and their influences on schooling through all the publications mentioned above as well as through seminars, conferences and teaching education activities.

At the end of the 70's, at the same time as the first democratic elections for the municipalities were held, psychologists, educators and social workers began to work at schools in order to try to compensate all the social and individual disadvantages of many pupils. They also collaborated

with the teachers at these schools so as to improve the quality of schooling. But this is a different aspect within this history of collaboration.

Action research: finding a research problem together

In 1982 the Socialist Party won the general elections with absolute majority. The new Minister of Education wanted to promote a national reform based on the innovative experiences of all these teachers who, at that time, were organized in a network of regional Pedagogical Renovation Movements. Most of these experiences started as part of a research process, and took a question as the initial point for searching information. It was a process in which both pupils and teachers worked together. This process had its roots in Decroly's "interest centers". Teacher educators and practitioners were working together to improve the scientific quality of the materials and to adapt the research process to the advances of the research, particularly in the curriculum areas of Natural and Social Sciences, Maths and Languages.

Between 1983 and 1986 the Ministry collected and assessed some of these experiences as examples for this rising reform. At that time the influence of Lawrence Stenhouse's ideas and the strategy of action research were an important point of confluence where the interests of innovative teachers and progressive scholars found a new common field for collaboration.

They also worked together at the Teachers' Centers, founded in 1984, with the aim of being a place where teachers could decide and manage areas and topics of their own interest in their inservice education. In the beginning, these centers were run by teachers whose ideas were close to the Pedagogical Renovation Movements. They asked teacher educators and scholars to take part in work-groups and seminars on topics chosen by themselves. At that time, the Ministry of Education started offering grants to do research on topics connected with the school improvement, where teachers and researchers were able to work collaboratively, too.

Advising as a form of collaboration

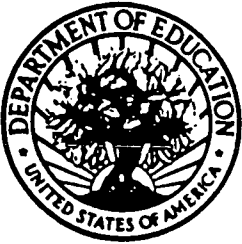
In 1986, after a second Socialist victory in the general elections, and due to a series of circumstances, the Ministry of Education decided to stop the down-top reform and to initiate a debate about a new Law to regulate the Educational System. This Law was passed in 1990 and included a National Curriculum, with the particularity that it took Constructivism and Merrill's and Reigelouth's the Elaboration Theory as the references to explain the process of learning and to organize the planning of teaching. Educational psychologists and specialists on the subject were the protagonists of this curriculum movement. They had to inform teachers about the content and the psychological terms used in the Curriculum Reform. Teachers had to write a school-planning with the sequence of content they intended to teach.

Regarding this Curriculum Reform, many schools and individuals started to ask researchers and scholars to advise them on how to incorporate the specifications of new Law into their school organization and class practices. Some asked their advisers to develop innovative initiatives, and to support research projects based on school necessities. They also fixed the content of the inservice education programs to develop at schools or at Teachers' Centers.

The last process of collaboration allows us to fix the history of our relationship with the Journal *Kikiriki (Cooperación Educativa)*. Initially they asked us to write articles about the topic of their own interest. Later, we started a collaboration in order to decide the main subject of each issue. Now we are trying to create a foundation where teachers, researchers and scholars can decide together not only the issues, but the management and the political orientation of this journal.

This process is not hierarchic or based on power . We, researchers, know that practitioners have an important background to anticipate the necessities and the topics might be able to explore. They are also well informed people eager to learn the new issues on educational research. Finally, they are innovative teachers in their school practices. We, as researchers and scholars, do not want to have the feeling of separating school reality and our own interests. We also work together analyzing the problems and circumstances of schooling and teaching practices, particularly because it is exactly the same task we usually do at our own lesson at the University.

We work in different institutions. However, we, are all teachers, with similar political interests, willing to learn from each other. Now a days this is the foundation of our collaboration.



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement (OERI)
Educational Resources Information Center (ERIC)



REPRODUCTION RELEASE
(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: <i>History of Practitioner- researcher relationship in Spain</i>	
Author(s): <i>Fernando Herández</i>	
Corporate Source:	Publication Date: <i>3/24/97</i>

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, *Resources in Education (RIE)*; are usually made available to users in microfiche, reproduced paper copy, and electronic/optical media, and sold through the ERIC Document Reproduction Service (EDRS) or other ERIC vendors. Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce the identified document, please CHECK ONE of the following options and sign the release below.



← Sample sticker to be affixed to document

Sample sticker to be affixed to document →



Check here

Permitting microfiche (4"x 6" film), paper copy, electronic, and optical media reproduction

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 1

"PERMISSION TO REPRODUCE THIS MATERIAL IN OTHER THAN PAPER COPY HAS BEEN GRANTED BY

Sample

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Level 2

or here

Permitting reproduction in other than paper copy.

Sign Here, Please

Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but neither box is checked, documents will be processed at Level 1.

"I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce this document as indicated above. Reproduction from the ERIC microfiche or electronic/optical media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries."

Signature: <i>[Signature]</i>	Position: <i>Associate Professor</i>
Printed Name: <i>Fernando Herández</i>	Organization: <i>University of Barcelona</i>
Address: <i>Fine Arts College Avda. Pau Gargallo 4. 08028 Barcelona - SPAIN</i>	Telephone Number: <i>84-3 () 3333466 (Ex. 3725)</i>
	Date: <i>4/1/97</i>



THE CATHOLIC UNIVERSITY OF AMERICA
Department of Education, O'Boyle Hall
Washington, DC 20064
202 319-5120

February 21, 1997

Dear AERA Presenter,

Congratulations on being a presenter at AERA¹. The ERIC Clearinghouse on Assessment and Evaluation invites you to contribute to the ERIC database by providing us with a printed copy of your presentation.

Abstracts of papers accepted by ERIC appear in *Resources in Education (RIE)* and are announced to over 5,000 organizations. The inclusion of your work makes it readily available to other researchers, provides a permanent archive, and enhances the quality of *RIE*. Abstracts of your contribution will be accessible through the printed and electronic versions of *RIE*. The paper will be available through the microfiche collections that are housed at libraries around the world and through the ERIC Document Reproduction Service.

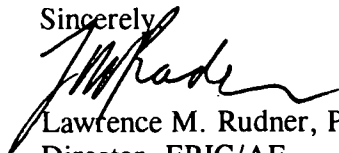
We are gathering all the papers from the AERA Conference. We will route your paper to the appropriate clearinghouse. You will be notified if your paper meets ERIC's criteria for inclusion in *RIE*: contribution to education, timeliness, relevance, methodology, effectiveness of presentation, and reproduction quality. You can track our processing of your paper at <http://ericae2.educ.cua.edu>.

Please sign the Reproduction Release Form on the back of this letter and include it with **two** copies of your paper. The Release Form gives ERIC permission to make and distribute copies of your paper. It does not preclude you from publishing your work. You can drop off the copies of your paper and Reproduction Release Form at the **ERIC booth (523)** or mail to our attention at the address below. Please feel free to copy the form for future or additional submissions.

Mail to: AERA 1997/ERIC Acquisitions
 The Catholic University of America
 O'Boyle Hall, Room 210
 Washington, DC 20064

This year ERIC/AE is making a **Searchable Conference Program** available on the AERA web page (<http://aera.net>). Check it out!

Sincerely,



Lawrence M. Rudner, Ph.D.
Director, ERIC/AE

¹If you are an AERA chair or discussant, please save this form for future use.