



#Cambio o #Fuera. Pensar lo nuevo para resetear la escuela

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2020

text (article)

Analítica

The article proposes to problematize the weight that is usually granted to the universalization of secondary school to explain cultural degradation. To do this, it follows two tracks. On the one hand, the one provided by the reproductivist criticism carried out by sociology in the 1960s, which points out that it is in the epistemological-pedagogical dimension where its discriminating origin resides. The second track followed is the one rooted in the phenomenal technological and cultural change that our societies are experiencing, configuring a world that articulates defectively with the only school we could create. In light of these hypotheses, the article proposes to tune into the digital age, and then consider what bifurcation the school is forced to take in terms of the cultural transmission of the contemporary context. For this, it focuses on the analysis of three transformations that are transcendental for the cultural function that the school is called to fulfill: the digital culture; complexity theories and chaos; the explosion of diversity. The first one allows problematizing the didactic limitations that ICTs overcome; the second has the merit of correcting many of the epistemological biases promoted by classical science; while diversity opens us to the possibility of installing the value of plurality and materializing an integration of otherness based on differences. The work concludes by pointing out that in the virtuous link between pedagogy and ICT lies the ethical imperative that school has today, as well as its future

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