

**PEDAGOGICAL RENEWAL'S LEGACY AND RELEVANCE TODAY: A  
CRITICAL PERSPECTIVE**

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Pedagogical renewal (PR) is a complex, multifaceted term with a recognized historiographical background and blurred boundaries with the concepts of educational change, educational reform and innovation. From a historical point of view, different stages of PR during the 20th century can be identified. The term used by Luzuriaga in 1948 to identify the educational stage of the Second Republic is linked to collectives and social movements in the struggle for quality education for all, at the end of the dictatorship and during the democratic transition. The Pedagogical Reform Movements (PRM) and Summer schools between 1960 and 1980 became teaching spaces for resistance, reflection and the vindication of public schools. Numerous teachers engaged in dialogue and learned from the educational practices they shared, committed to new ways of understanding the aims of education, pedagogical relations, with an active pedagogy in which the pupils were at the center. The aim is to achieve democratic organization in schools and the participation of all actors, as well as to defend the knowledge developed by popular cultures far removed from the hegemonic culture of the moment. From 1990 onwards, the term PR was replaced by educational innovation, this term being broad, malleable, sometimes diffuse. At first, teaching culture was introduced as a key element in transforming educational practices, later innovation was associated with ICT, and in recent times the term includes educational changes from neoliberal basis that do not respond to the schools' needs. In this changing context, what do we mean when we use the term PR today?

In this monograph, we consider PR as a global and radical change in the grammar of schooling, with a critical and transformative view of the social, economic and cultural context which the school takes place. We aim to compile different innovative experiences based on educational and social processes for equity and social justice. In other words, practices that break with the established pedagogical logic and overcome the barriers that prevent schools from being places where they can develop processes of social transformation with the community.

For this reason, we understand that PR is, in schools, committed to:

- Social transformation based on justice, equity, freedom and solidarity.
- Cultural change, i.e. the development of culture in all its aspects as a liberating power.
- Emancipation in relation to all forms of domination.
- The elimination of social inequalities.
- The development and deepening of the common good.

We expect articles that present empirical research, with historical foundations, based on field work carried out with primary and secondary schools which are committed to pedagogical renewal and which strategies and tools are sought to make the educational project sustainable. Educational practices that assume change as the driving force for renewal, coherent with the aims, with a shared critical vision of the social, political and economic system.

### *Themes of this monograph*

- Continuities and discontinuities of the PR historical legacy in current educational practices.
- Relations with knowledge in the current social, economic and cultural context of renovating schools.
- Lights and shadows of renovating educational practices in primary and secondary schools.
- Educational networks and social movements that promote PR today.

### *Criteria and author guidelines*

1. It only be accepted unpublished and original manuscript.
2. The article may be submitted in Spanish, Portuguese or English.
3. The maximum length of the article will be 8,000 words.
4. Along with the manuscript it is necessary to send the [Letter of originality, conflict of interest and transfer of copyright](#) signed.
5. The submitted articles must conform to the [publication standards](#) of the Journal.

### *Deadline*

The deadline for submissions ends **October 1st, 2022**.

Contributions and the [Letter of originality, conflict of interest and transfer of copyright](#) should be sent by e-mail to the Director of REICE: F. Javier Murillo (javier.murillo@uam.es).

It is essential to indicate in the Subject of the email that the paper is addressed to the monographic issue: "Pedagogical renewal's legacy and relevance today: a critical perspective".

### ***Publication***

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