Heras Monner Sans, Ana Inès

**Thinking towards autonomy. Constructing images for inclusion and identity**

This article presents an analysis of an educational experience called Constructing Images for Inclusion and Identity. This Project was aimed at providing technical and conceptual tools for the use of audiovisual language to youth living at different geographical points of the Argentinean Republic (Jujuy, Chubut and Buenos Aires). It was expected that youth participating of this experience would explore issues related to their human and civil rights. This Project is part of a larger Program, oriented towards reflecting and acting upon the construction of autonomous lives. The youngsters who participated in the Project share some common ideas and deal with similar problematic issues, even though they live in very different parts of the country. The Project was conducted from March, 2007 until March, 2008.

Martin, Maria Victoria

**Mobile youths identities: the society of personal communication**

This paper presents an approach to the relationship between youth identities and cellular phone technology, in order to explain the transition from a social landscape in which traditional mass communication media used to predominate to the actual one, a new “personal communication society”.

The methodology was built up taking into account: theory discuss (from authors like Marc Augé, Georg Simmel, Manuel Castells, Martín-Barbero and other specialists on mobile telephony); concept articulation with national statistics data and some explorative (but not probabilistic) research by informally interwing young people.
Youths seem to find in mobile communication an ideal way of expression and reassurance on which many of the dimensions which characterize young urban cultures rely.

Blanco, Rafael y Pierella, María Paula

**Student experiences at contemporaneous university. Notes on ways of approaching discourses on authority, sexuality and affection**

The relations between Communication-Education organise a problematic configuration that allows us to think about present situations, transcending the first conceptualizations that were centered on the school/media relationship. Social Sciences “classic” topics such as cultural transmission, authority or sociability can be refocused upon this perspective taking into account, on the one hand, discourse issues (its emerging conditions, circulation, re-elaboration and censorship) and, on the other hand, the experiences (with institutions, among peers, intergenerational) as two concepts that allow to deepen viewpoints, which are often global in the educational phenomena. The aim of this work is to establish a connection between two research papers in process: the investigation on the ways in which the discourses on cultural authority go through the trajectory of the students training and the discourses -about sexuality, the body and affective relationships- which circulate in the frame of the student sociability. These topics are articulated from a common axis: the public space in which operations of cultural and intergenerational transmissions take place, with processes of reconfiguration of the subjectivities.

Mayer, Liliana

**School, integration and conflict. Notes to understand the tensions in the classroom**

The following paper proposal is to analyze, from a sociological perspective, the disruptive facts that occur in educational institutions, which include conflicts and violence of all kinds. In this sense, the
problem is posed in a relational perspective in which conflictive facts in the classrooms must be analyzed according to the social changes happening nowadays. Thus, some aspects of globalization are relevant for this study, since we consider that it is a process that goes beyond economical and financial phenomenon and has many impacts on social and school life. Therefore, the article studies the impact of cohesion crisis, social inequality and intergenerational crisis in the bonds between students and teachers. In addition, the paper deals with the institutional deficits that put off school routine reorder.

This paper was elaborated as a presentation of some of the conclusions of a research work I am doing on my PhD Thesis, called Integration and Conflict in High Schools from Buenos Aires City, which is a qualitative research composed by both ethnographical observation in high Schools and in interviews to main educational agents: teachers and deans. Both interviews and ethnographical observations were carried out during 2008.

Herrera, Marta y Barraza, Patricia

Significant referents at secondary school

This article is part of our work as researchers at the Faculty of Education at the Universidad Nacional del Comahue. This work is part of the research project: “What does secondary school teach? A study of the marks it has left on graduates in their own voice. This project seeks to “build new theoretical and interpretive categories to address the impact that the school produces in the personal stories of subjects and which are remembered as significant learning. The interviews provide data on learning the stories of the graduates, storytelling through various models of memory that contain cognitive marks (1). From this history -of the interviewees- our goal is to study about the people who in one way or another, remember their way through middle school, those who received them at first entry to the institution, and those who accompanied them all the way along the school level. In the correlated analysis of the data, these people have been generically called as “significant referents”, because they are binding to the place and to those days of schooling.
Basabe, Enrique A.


Local cultures have gradually been included in the representational systems of ELT textbooks. These econo-cultural representations have to be critically assessed, however, in view of current globalizing trends. This article shows the findings of a comparative reading methodologically based on Critical Discourse Analysis (CDA) and applied to the texts used for reading comprehension in New Let’s go for EGB. Student’s book 1 with activity book (2000) and Go for Chile! New edition.1º año medio (2003) in order to determine the ways in which the representations of Argentina, Chile and Latin America are put into discourse. Even though this work may result a outdated, it is necessary to evaluate the representations in ELT textbooks in view of an imminent educational reform, which will surely bring with it new and trendy textbooks.

Cárdenas, Viviana y Ponce, Guadalupe

**Teachers, social inequality and reading and writing classroom practice at Secondary school**

Throughout this project, we show partial results related to the fields of reading and writing in Salta, within the Nº 180 Investigation Project about the “Intersection between inequality and Secondary school: an analysis of the dynamics of production and reproduction of scholastic and social inequality” conducted by Dr. Inés Dussel (FLACSO).

We have analysed the teachers’ discourse from six different institutions about the reading and writing practice in class, beginning from a comparative analysis of thorough interviews, later contrasted with categories such as the teachers’ training and career, together with the processes of institutional identification. Our hypothesis is that social inequality is built up within the relationship between institutions, the teachers’ representations about the adolescents, and their reading and writing practice in class. We therefore reach the conclu-
sion that the teachers’ social and professional careers as well as their relationship with the institution’s foundation contract and the school institutional culture gain an explanatory characteristic with respect to the way in which the stratification of society and also the reading and writing practice in class is woven together, resulting as a consequence in the production and reproduction of inequality.

Cinto, María Teresa

Nominalization. Obstacle for reading comprehension

This is a qualitative and exploratory investigation which analyzes the nominalization on biology discourse. The beginning of this work is writing and oral production in the first course of a secondary school in a writing and reading workshop. From the texts used in those classrooms, biology discourses were elected to analyze nominalization process, grammar lexical operation or complex grammar metaphor for understanding the implicit procedures. The theoretical frame is the semiotics language approach. The empirical material is constituted by texts of Biology, materials of real use in the classroom, available in school’s library, in several volumes. This paper offers, initially, the description of texts, using such examples taken from texts of Biology. Later, it introduces an experience of use for understanding of the grammar complex metaphor, without pretensions of generalization. Finally, it presents some recommendations to the teachers, who often, when they propose texts, forget the place of the reader who must decode highly condensed textual information.

Negrin, Marta

Textbooks as subject of research

The textbook reveals itself as a constant controversy provoker and, at the same time, as a complex multidisciplinary subject of study, which has generated a wide variety of research perspectives.
In this article, I would like to present a brief view of the current lines of research on textbooks, and to present some results of a finished research on the ways Language teachers interact with textbooks in order to plan and develop the curriculum at school. At the same time, I state some of the methodological problems which are characteristic of investigating in this field.

Lionetti, Lucía

**The presence of spanish pedagogical ideology in the argentine education**

Studies on the ideas on which the referents of the Argentinian educational field were inspired have particularly shown the contribution of many pedagogical traditions—French, American, English or German—. Nevertheless, though admitting the indisputable presence of these models, it appears to be necessary to acknowledge the important influence of other educational ideas, especially the Spanish pedagogical tradition. It is precisely in this article that we are going to examine those suggestive innovations which circulated in the peninsula in educational matters along the 18th century, in order to show in which ways they were used in our country when the educational state system was shaped. From a qualitative research methodology, and based on different documents—such as official documents and Spanish pedagogical referents’ writings—, this study will try to present a more complex and nuanced context of the intellectual influences of the rising Argentinian pedagogical field.

Díaz, Javiera y Serra, María Silvia

**Olga and Leticia Cossettini: teachers, women and intellectuals?**

Between the years 1935 and 1950, the school teachers and sisters Olga and Leticia Cossettini carried out an innovating pedagogical experience at the public school “Dr Gabriel Carrasco” in the city of Rosario, framed in the movement called “New Education” (New School or Active School movement). Even though it has been studied in the area of education, the wide file that documents this expe-
rience shows the close relationship these women had with artistic, intellectual and avant-garde sectors of the region and the country. Considering these women belonged to a cultural elite, we formulate the hypothesis that the importance of this experience is not only found in the innovating strength of their ideas. Their position as intellectuals in their time is the key to understand the development of those ideas, their implementation and their diffusion. In this work, we focus on a particular historical event: the publication of the book “El niño y su expresión” (The kid and his expression), in 1940. We research what makes this publication possible, what publishing means for a woman and teacher from the interior of the country, in the ‘30s, which are the groups where this publication appears and what effects these movements produce.

Mereshían, Noemí Rosa y Calatayud, Pilar

Alternatives in the teaching career choice

This paper is enrolled in the frame of a research project that investigates the development of secondary school teachers in working stages. One of the questions that appears as eminent in the analysis of gathered information is related with the run that the same teachers make before the entrance to institutions of teacher training. For that reason this study tries to reconstruct teachers’ biographies with the purpose of knowing the itineraries to be teachers. The concept of trajectory results fertile at the time of analyzing the context within which choices related with the different formative proposals were taken, confirming that the teacher’s career choice is installed in the frame of teacher’s personal biography and takes effect in identity building and professional development. Teaching as a second alternative to other careers or as a second choice related to a working field, constitutes some of the tints that, from the adopted perspective, are discussed in this work. Finally, the knowledge of trajectories is fundamental to develop formation mechanisms and to take decisions on the offer of teacher qualification training.
Mazzitelli, Claudia; Aguilar, Susana; Guirao, Ana María; Olivera, Adela

**Teachers’ social representations on teaching: content and structure**

In this work we present the results from an exploratory study carried out with teachers, with the aim of identifying the structure and the content of the social representations about Teaching. The sample was stratified taking into account the educational level at which they are employed (secondary level, university level); the time in the exercise of the teaching (expert and novice) and the speciality (Physics; other Natural Sciences and other disciplines). We implement an instrument of evocation and hierarchy and a Likert scale, which have allowed us to identify the structure of the social representations and the attitudes associated with them. The results have made it possible for us to identify the elements that form part of the structure and the content of the representation and that allow the teachers to recognize and to be recognized as such.

Cerletti, Laura

**Tensions and meanings of children education for the adults involved. Contributions from ethnography**

In this paper we consider tensions and meanings regarding the education of children, produced by those adults who are closely related to them in every-day life (mainly parents and teachers). The empirical referents come from an ethnographic research, in which we carried out in-depth interviews and participant observation in a neighborhood located in the south area of Buenos Aires City. Thus, we interpret the meanings and representations constructed around the “educated person”, high-lightening the importance given to education by families –mostly associated to schooling by them–. We also consider some meanings constructed by teachers, relating them with the former. We analyze as well the ways in which these meanings articulate with processes of selection of schools and with different ways of assessing schooling, considering them social practices intrinsically linked to those representations.
This allows us to make visible the valorizations, evaluations and tensions related to dimensions of social life that include but also exceed the subjects directly involved in them. This way, we point out diverse and complex articulations between the dimensions of human agency and the structural limitations of a certain social-historical context.

Elgarte, Roberto Julio

Psychoanalysis contributions to education

In this paper I intend to present a proposal to reflect on the psychoanalysis contribution to the educational field from Freud and Lacan’s ideas and to discuss the relevance of articulating fundamental psychoanalytical concepts with the teaching-learning process. I hereby justify the reason for which the psychoanalysis can constitute a reference frame for reflection on the educational environment. In that sense, the scope of the notions of unconscious, subject, drive, transference, identification, law and desire connected to the educational act is considered. Concept differences between the subject of the unconscious and the subject of knowledge from the Freudian discovery of de unconscious are highlighted. Likewise, I point out a continuity relationship between sexual and cognitive interest. How do the teacher’s actions relate to knowledge? The professor’s desire is considered as the scaffolding for the professor’s practice, articulating the notions of transference and desire and differentiating, according to Lacan, consciousness from knowledge, which alludes to the conception of truth in psychoanalysis. Finally, I include contributions made by current authors on the Freudian phrase “teaching as impossible profession” related to differences and similarities between the psychoanalytical and pedagogical discourse.
The foundation pact that made it possible for the School to emerge—as a massive means of education— influenced the relations between school and family. This was a pact, by means of which families transferred the responsibility to educate to the state, and the latter to the school. It is thus that under the ideas of “Modernism”, the school promised to the families to transform itself into the means that would make social inclusion and upward mobility of these familys’ children possible. But the dreams of the socially marginal group—that they would be able to fit in the upper classes—was to be partially fulfilled and only following the needs of Capitalism to expand.

As a result, thanks to the School, the Industrial Capitalism could count with a labour force educated on elementary levels in order to meet the requirements of factories; it also could discipline the working force, focusing on maximising the output of their activities. Nevertheless, the promise that the Public School would enhance social equality fell apart against a highly segmented educational system, which offers different levels of quality according to the social segment it works with, changing itself into a system that reproduces existing social situations. This is possibly the reason why the demand made from the School on families to take a more active part in the schooling processes, does not find the expected response.