Forms of teacher’s intervention in relation to reading and writing practice in university virtual learning environments

This paper addresses the confluence between didactic strategies aimed at students’ construction of knowledge and the potentials of asynchronous virtual learning environments, as spaces where educational processes predominantly take place through electronic reading and writing. Asynchronous written communication may help students to appropriate and reinterpret their own words and those from others and allows the professor to recapitulate what is produced by this textual community. Finally, this kind of interchange raises challenges and questions about the transformations of reading and writing in the new online environments. This work is based on the observation of the virtual class fora and the qualitative and interpretative analysis of the didactic interchanges with a focus on the professor’s interventions.

Educational Places: Training Citizens or Training Consumers. Pedagogical Initiatives from República de los Niños de La Plata and Museo de los Niños del Abasto

The purpose of this article is to promote questions about the didactic programs of children-oriented institutions República de los Niños de La Plata and from the Museo de los Niños del Abasto. My specific inquiry deals with the role of the School in each of these contexts, and is intended to provide elements in order to understand the ways in which the above mentioned institutions communicate their educational programmes and show themselves as a valuable option for school visits.
My interest in analyzing those programs directed to the School, is based on the perspective upon which I approach the objects of study. As Jesús Martin-Barbero has pointed, School should be a central place from which the pupils learn to think critically, breaking with common sense knowledge. For this purpose, I use the following tools, based in qualitative methodology: interviews, field observations, archive consulting and study of documents. In order to follow this prescription, we must analyze and understand the importance of stimulating a critical attitude in students, so it allows them to think autonomously when they appropriate of educational spaces as here considered.

Di Leo, Pablo Francisco

Discourses on violence and authority at state high schools: between desubjectivation and normative integration

In this article I present part of the results of my Social Sciences PhD Thesis, in which I analyze the conditions under which subjects build their experiences in high schools. In my fieldwork, developed between 2004 and 2007 in two public high schools located at Buenos Aires City, I used qualitative social research techniques: participant observation, semi-structured interview and focus group. To define the sample and analyze the discursive corpus I followed the general guidelines for grounded theory, using the Qualitative Data Analysis Software Atlas.ti 5.0. Here I focus on two of the central categories that emerge of my analysis of teachers and school principals discourses: a) school violence and b) school authority. Based on the analysis and articulation of these categories, I reflect upon the two hegemonic types of school social climates presents in high schools: desubjectivating and integrationist-normative.
Durantini Villarino, Cecilia Lorena

Educational institutions and organizations: their limits to change facing the problem of “school failure”

The relations between the institution and the organization of education in front of scholar failure and the change of instituted models, are approached trough the description and analysis of the project and the formal structure and organization that proposes an alternative answer to that problem. This answer consists of opening grades which function as bridges of access to common primary schools, for the children in school age that are not attending school. This organization seems to serve to the defense of the institution of education in front of the doubts activated by school failure about its power to fulfill transmission task. At the same time, its existence can result threatening for the school as a privileged representative of educative institution. These phenomenon are used to an alienated relation of the subjects and the groups with the institutions. Because of that, the possibilities of an institutional change relies on the change of those modalities of relationship.

Kaplan, Carina Viviana

Philosophy of gift and school taxonomy. Symbolic constructions of teachers as mediators

This work contributes to remove the biologist deterministic arguments that assume that certain individuals and groups are born to learn while that possibility is denied to others because of their supposed natural inferiority. A recent research conducted with secondary school teachers from public schools in the City of Buenos Aires reveals that the ideology of the talent crosses the magisterial speech, but, at the same time, teachers are averse to give a final verdict on the boundaries of schooling emphasizing the role of socio-school intervention and its agents. The reflections in this paper inform about the relevance of distinguishing between the limits for the schooling as a product of sociocultural inequalities based on the origin of the students and the limits sentenced by the beliefs and discourses of
biologist racism. Teacher professional training is central in order to review these speeches and its symbolic effects. This would develop theoretical and practical alternatives that allow confront with the false measures of hegemonic science implemented for student learning and its potential.

Nieto, Facundo

High School, canon and cultural consumerism. Reflections on the last decades of literary education

A comparison of school textbooks for literature teaching in Argentine high schools during the years of democratic transition and manuals edited after the education reform imposed by the Federal Education Act (1993) shows fundamental transformations. Not only do these changes relate to the works and authors chosen for classroom reading but also to the theoretical, didactic and cultural criteria through which that literary school canon was built in the 80’s as well as nowadays. In fact, changes made in the selection of authors, works and genres reveal much deeper changes: those related to various underlying conceptions in the design of a corpus for teaching literature in high school.

This essay proposes a possible interpretation of changes in the criteria that defined the construction of a literary canon for Argentine high school. Special consideration was given to transformation experienced in three aspects: representations of power at school, literary taste and contents considered culturally legitimate.

Machado, Luciana

Training of citizens at high schools in Neuquén: spaces of students´ participation

This article deals with student’s participation spaces in Neuquén’s secondary schools, tracing the map of its themes, subjects and strategies. These spaces are considered to be a fundamental part for citizenship educational processes in educational institutions.
Thinking about student’s participation spaces leads us to a very complex theoretical category. We understand spaces in this research as going beyond the subjects themselves, meaning that are built by the relations that are generated within them. The dynamic and complexity of this theoretical foundation allows us to inquire about who shapes those spaces, which voices are authorized and who authorizes them and, in this way, if it is possible the construction of a democratic coexistence in educational institutions.

In order to outline some answers to these questions, this paper shows the incipient progresses of our investigation. To do so, this article begins with the presentation of a theoretical framework in which categories as spaces; participation and citizenship education are developed. These concepts enable the analysis of the interviews taken in two secondary schools of Neuquén province.

In this way, the themes, subjects and strategies of participation make up the spaces of participation, through their interaction.

Casablancas, Silvina

Phases, dilemmas and decisions on the methodological process of an educational research focused on initial teacher training

This article proposes an invitation to an interior journey through the early stages of educational research. The intention is to share on the basis of a concrete example; in this case, the investigation is about a case study in the Teacher Training Faculty of the University of Barcelona. Within this process, this paper discusses some of the following dilemmatic questions: how to start to organize and to shape the initial ideas, how to target from the complex analysis to a single focus of inquiry, how to move from thematic to convert it in a research problem, how to delineate the research perspective taken, how to build the main questions comprising each dimension of analysis, how to define positions on the real or fictitious dilemma of objectivity and subjectivity in educational research, and finally how to deal with and decide on the selected information gathering techniques.
Within this decision making process, also provides tables which graphically and visually solve the main dimensions and questions of the thesis problem and the methodological positions assumed. In conclusion, the article points out that although on this occasion narrate the initial phase of decision making, the methodological questions of inquiry is not exclusive of this period, but go over throughout the research process.

Rossi, María José

The problem of language, leality and fiction in visual media and its impact on education

The present work analyses the impact of technological procedures in education and deals with the issue of the de-realization of the real instigated by the explosion/expansion of mass media and the emergence/consolidation of digitalization. Its purpose is to submit to a critical analysis the dichotomy between reality and appearance, in the form it has been set up in the philosophical tradition, and to revise the conventional idea that the visual media and new technologies issue in a separation from the real. After reviewing the positive, ambiguous and negative effects that follow from the use of technological media in education, an alternative perspective, based especially in the work of E. Verón, U. Eco and M. Foucault, is offered, suggesting the possibility of an effective use of these media centered on the practices that organize their use and on the position educators and students take regarding these new devices.

Ponce, Héctor y Wolman, Susana

Oral and written numbering. Three perspectives of analysis which approach this relationship

An important number of psychological researches on children’s appropriation of the written numeration is indicated that they elaborate relationships between the written number and its oral designation and analyze how children of different ages modify the repre-
sentations they use (Sinclair; Seron, Deloche y Noël, 1991; Scheuer, Sinclair, Merlo de Rivas y Tièche, 2000; Tièche-Cristinat y Garín, 1994, among others).

The bond between the oral designation of numbers and their written expression is studied from various theoretical perspectives. In this article we set out to present three approaches that analyze this relationship from different theoretical assumptions while considering the problem with different methods, intentions and perspectives. These differences give us the opportunity to clarify some of the current discussions in the studies dedicated to the issue and, at the same time allow us to ask ourselves if these three perspectives—which may be mentioned as those related to the transparency of languages, focusing on the process of transcoding or designed from a psychogenetics point of view—construct knowledge on the same object.