ANALYTIC SUMMARY

RIAL SÁNCHEZ, A. and FERNÁNDEZ DE LA IGLESIA, J. C. Social-emotional competencies and education: implications for labour insertion of unemployed women.

Today, it is widely accepted that emotional and social competencies play a major role in the labour performance, as well as in the incorporation to the labour market. The specific technical competencies have already left the unique factor taken into account in labour insertion, while the interest in emotional and social competences has increased due to their relevance for a proper labour performance. The aim of the present study is to contrast if there is a relation between the emotional and social competencies perceived by unemployed women and both academic and complementary education. The results showed a relation between academic degree and the emotional and social competencies, whereas a relation between these competencies and the complementary education has not been found. These results reveal the need of a specific education in emotional and social competencies as a key for an effective labour insertion.

Key words: emotional and social competencies, women's labour insertion.

CABERO ALMENARA, J.; LLORENTE CEJUDO, M.ª del C.; LEAL, F. and ANDRÉS LUCERO, F. Digital literacy about Mexicans students at higher education: a research in «University Autonomy of Tamaulipas».

Through the study of the digital literacy about the Agronomy and Science Multidisciplinary Academic Unit students, Victoria City, in University Autonomy of Tamaulipas, the main purpose was to know the level about the technological skills, as well as if the students were influenced by other variables as the gender, to have computer in house, have Internet connection or have laptop. The quantitative methodology was developed with a questionnaire and subsequent date analysis. One of the conclusions obtained expose that to have technologies at home, in our case computer and Internet connection, affect at students because they feel more competent and qualified with them.

Key words: digital literacy, technological skills, ICT.

Hernández Herrarte, M. and Rodríguez Escanciano, I. Research in non verbal communication: a paradigm for the analysis of kinesic behavior of political leaders and for the determination of its strategic significance.

The present study reports a proposal of a methodology for the analysis of non verbal behaviour of a series of political representatives constantly exposed to the media. The proposal is intended to contribute to the progress of knowledge of kinesic behaviour (gestures, postures and ways) having as a main purpose the evaluation through descriptive analysis, of attitudes and feelings of politicians. It is comprised of a theoretical background where the non verbal communication and the kinesic behaviour definitions are detailed together with their constituent elements, and a methodology where the whole process is explained through content analysis: categorization, sampling, encoding and finally, a proposal of analysis card. With this work one tries to facilitate a methodological useful tool to all those experts been interested in the research of the meaning of the corporal communication of the political leaders transmitted across the media of social communication.

Key words: non verbal communication, kinesic behaviour, mass media, political leaders, content analysis.

Aguaded, I. and López, E. An instrument for the evaluation of the didactic quality of university courses on the net.

The current descriptive study analyses the educational models and strategies underlying online university courses. Firstly, a review is made of the most relevant scientific literature on the assessment of materials for teaching online. Secondly, two Delphi studies are presented for the production of an instrument of didactic analysis of the educational models and strategies underlying online university courses, which we call ADECUR. The instrument is then presented as a spread sheet and also on the net at www.arrakis.es/~educatio. The final part consists of putting the didactic resource into practice with the analysis of 31 different virtual courses, as well as the evaluation of these courses by experts, in order to assess agreement between both criteria.

Key words: formative assessment, didactic analysis, university course, Internet, teaching strategy, online course.

Rosales López, C. My memories from school. Practice in teacher training.

This paper explains a procedure to stimulate the capacity of teacher reflection on teaching practice. This research used as a basis the interpretative investigation and through an schema of questions is encouraged to relate and analyze their memories of school experiences from the time perspective and in light of their pedagogical knowledge. The stories and analysis are subject to reflection and collaborative work in a seminary training.

This practice has been a stimulus for incardination of the school experience in the new teachers training and a learning opportunity for the development of innovation capacity in the future teacher.

Key words: interpretive research, stories, analysis of experience, individual and group reflection.

Herrera, M.ª del C. Paradoxes in the Knowledge Society: ICT and teachers.

This paper reports the findings from a study about teacher ICT training for educational policies of the Information Society. This is a qualitative research with case studies from the approaches of sociology and ethnography. The fieldwork was conducted in secondary schools of two counties in a province of Argentina, all endowed with ICT infrastructure and resources. The integration of ICT is related to aspects that are outside the classroom and show the influence of school culture to help or to hinder ICT educational use by teachers.

Key words: teacher training, teaching, educational policy, ICT, Knowledge Society, Information Society.

Vega Fuente, A. and Aramendi Jáuregui, P. Addressing diversity: questions about occupational initiation among «dropouts».

Educational problems caused by failure and drop out call for the transformation of learning centres within the framework of inclusive education. If the education system is truly inclusive it should give these boys and girls a second chance for full integration in an increasingly complex and competitive society. Occupational Initiation Centres (OICs) provide a suitable response for students who have «failed» in Obligatory Secondary Education.

This article discusses some of the conclusions drawn from a qualitative-design study carried out in the province of Guipúzcoa on Initial Professional Qualification Programmes at Occupational Initiation Centres. The article presents some of the

results regarding staff concerns, students' perception of OICs and their basic educational needs.

Initial Professional Qualification Programmes will have to address students' educational deficiencies. Therefore, it is essential to make personal, material and functional resources available that will enable adolescents at risk of exclusion to build constructive professional and social lives. Ambitious committed socioeducational projects are necessary.

Key words: Professional Initiation Centres, Initial Professional Qualification Programmes, adolescents, educational failure, socio-educational project, secondary education.

SALVADOR MATA, F. and GARCÍA GUZMÁN, A. The cognitive process of content structuring in written composition of Elementary School students.

In the framework of a cognitive model of written composition (Flower y Hayes, 1981), a qualitative research was developed, aimed to know the cognitive process of content structuring in written composition of Elementary School students. For this purpose some questions were posed: 1) do the students structure content of their written text?; 2) what are operations they carry out and what are the strategies they apply in this process?; 3) what are the difficulties they find in these operations?; 4) do they know this process and are they able to regulate it? Adequate response to these questions was done, applying both a multiple case-study (14 subjects, 6 of them male and 8 female, aged from 10 to 12 years) and two research strategies: an in-depth interview, for collecting data, and a content analysis for gathering the content of text (transcript of interviews). For the purpose of classifying and interpreting the data some categories, derived from cognitive model, were applied: *1. General strategies for content structuring; 2. Specific strategies for content structuring; 2.1. Knowing text structure; 2.2. Applying text structure*. The study has revealed the cognitive and meta-cognitive strategies these students apply in content structuring of their written text. Generally, students organize the content of their text, although how do they make it is not so evident or clear. Finally, in accordance with the results gained in this investigation, some proposals are drawn here for developing this cognitive ability.

Key words: content structuring, written composition, elementary school, qualitative research, multiple case-study, cognitive processes.

GINER, A.; MARTÍNEZ, M.ª de los Á. and SAULEDA, N. The educacional culture inscribed in television advertisements.

In this research paper we are analysing, by using a qualitative process suported by the computing programme *Aquad Six*, the school institution picture that the audience has got from twenty Spanish TV advertisements. Without question, the visual culture is affecting extremely the shaping of knowledge process of individuals and societies. It is essential that the school community knows critically the images offered by massive media about school education, specially at this current moment characterized by the «pictorial turn». We provide evidences suggesting that TV advertisements launch messages that convey the most out-of-date conceptions, which not even appear in the elemental education of public institutions.

Key words: pictorial turn, qualitative research, computer treatment of data, conceptions about education, spots in television.