

ANALYTIC SUMMARY

Gerardo ECHEITA* and Ana Belén DOMÍNGUEZ GUTIÉRREZ**

**Universidad Autónoma de Madrid*

***Universidad de Salamanca*

Inclusive education. Argument, ways and cross-roads

ABSTRACT: In this paper it's reviewed the nature and some dimensions able to define inclusive education. Those analyses are connected with the voices of some students at risk of exclusion.

KEYWORDS: inclusive education, dimensions and nature, voices of students at risk of exclusion.

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Rosa BLANCO GUIJARRO* and Cynthia DUK HOMAD**

**UNESCO/Chile*

***Universidad Central de Chile*

Inclusive education in Latin America and the Caribbean

ABSTRACT: The region of Latin America and the Caribbean is known for being the most socially unequal in the world and for this has highly segmented societies, which affects the education, integration and social cohesion of the population. Expanding opportunities for everyone to have access to quality education and developing more inclusive schools, which would educate within and for diversity, stand out as two powerful strategies in a move towards more just and democratic societies in Latin America.

This paper presents a detailed analysis of the educational situation in the region from the perspective of rights and inclusion, with particular attention paid to those individuals and groups that suffer most from the impact of inequality, exclusion and marginalization. This analysis begins with an assessment the progress and challenges still to be made regarding access, attendance, quality and equity of education in Latin America. In the second part it addresses the major issues on the agenda of Inclusion in Latin America and the Caribbean.

KEYWORDS: inclusion, inequality, equity, quality.

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Lani FLORIAN*, Martyn ROUSE* and Kristine BLACK-HAWKINS**

**University of Aberdeen*

***University of Cambridge*

Researching achievement and inclusion to improve the educational experiences and outcomes of all learners

ABSTRACT: This paper considers some of the key issues that must be taken into account when conducting research on inclusive education in an era of standards based reform. It challenges the widely held assumption that high levels of educational inclusion are incompatible with high levels of academic achievement in schools and presents the *Framework for Participation*, a research tool developed by the authors, which supports practitioners (and other researchers) who wish to examine the development of inclusive practice in their own schools.

KEYWORDS: research on inclusive education, academic achievement, inclusive practice.

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Mel AINSCOW

Centre for Equity in Education, University of Manchester

Responding to the challenge of equity within education systems

ABSTRACT: Children enter schools from different backgrounds, have different experiences of education, and leave with very different results. In many countries, the poorest children tend to lose out most starkly, achieve the worst results and attend the lowest performing schools (Giroux & Schmidt, 2004; OECD, 2010; Wilkinson & Pickett, 2009). A fundamental challenge for policy makers and practitioners, therefore, is to find ways of breaking the links between disadvantage, educational failure and restricted life chances.

In this paper, I describe and analyse the experience of a three-year project in England that sets out to address this equity agenda. This leads me to draw out lessons that may be relevant to those in other contexts who are focused on this challenging issue.

KEYWORDS: inclusion, equity, education systems.

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José Ramón LAGO, Pere PUJOLAS and Mila NARANJO
Grup de Recerca en Atenció a la Diversitat. GRAD. Universitat de Vic

Cooperating to learn teaching to cooperate: adviser processes for Program implement CA/AC

ABSTRACT: The aim of this paper is present some results of advise strategy to introduce cooperative learning from the «Cooperating to Learn/Learning to Cooperate» CL/LC *Program*.

The first part situates the research project and the research objective focused on how introduction of CL/LC Program through a process of advice facilitates permanent improvements to the inclusion of students.

In the second we analyzed the phases and tasks of an adviser process for the introduction of cooperative learning and three stages to build on cooperative learning in school: the introduction, generalization and consolidation.

The third part is the central part. We describe five process of adviser to implement cooperative learning which we can observe different degrees and modalities of collaboration between teachers and counselors and between teachers. Is possible the first step of a network centers to work cooperatively.

KEYWORDS: cooperative learning, process of advice, inclusion.

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Bento CAVADAS
*Centro de Estudos e Intervenção em Educação e Formação
Universidade Lusófona de Humanidades e Tecnologias*

The teaching of evolution in Portugal in the early 20th century through the programs and textbooks of Zoology

ABSTRACT: The teaching of evolution in the Portuguese secondary schools is not yet fully understood. This research aimed to contribute to this clarification, in the framework of the history of the curriculum and the biology subject, by showing the expressions of the evolutionism teaching in the first three decades of the twentieth century. To this end we analyzed the programs of Zoology of 1905 and 1919, as well as two textbooks, entitled *Lições de Zoologia* and written by Bernardo Aires in accordance with these programs. This analysis showed that the study of evolution, eliminated from the program in 1905, was again recognized in the program in 1919. In textbooks, the exposure of evolution focused on the subject of evolution, in the grounds of competition and natural selection, adaptation, the biogenetic law and the essential differences between Lamarckism and Darwinism. The comparative study of these textbooks showed that the text which addresses the evolution is essentially Darwinian. However, neoLamarckians sections have been identified that show the influence of the «eclipse of Darwinism» on the teaching of evolutionism.

KEYWORDS: evolutionism, textbooks, zoology, Darwin.

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Tamar GROVES
Universidad de Tel Aviv

The rural teacher as agent of alternative culture during Spanish transition: the case of Salamanca province

ABSTRACT: This article examines the educational practices of the members of the movements for pedagogical renovation during the transition to democracy in the rural province of Salamanca. It aims to illustrate important characteristics of educational practices of the period and to contribute to the understanding of the nature of the transition in the rural and conservative areas of the country. In the rural context of Salamanca the members of the pedagogical movements served as mediators between the dissident culture of the urban centers and the small villages. Due to their pedagogical methods they were able, at least for a short time, to transform the rural school from a conservative element into a factor of change in the rural areas.

KEYWORDS: educational practices, movements for pedagogical renovation, Salamanca, transition to democracy.

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Luz Patricia PARDO MARTÍNEZ
Universidad Cooperativa de Colombia

The function of the university in the knowledge societies

ABSTRACT: The purpose of this research was to clarify the universities future and its role in the globalization, bearing in mind the prospective approach. The research was performed as sustenance of the Doctoral Thesis: *University with quality in the knowledge societies*, from which the fundamental tendencies and reflections have been extracted namely: First tendency: Knowledge Internationalization and globalization, as consequence of the globalization process, which will provide the basis for a unified but diverse world. Second tendency: The university, in exercise of its critical and social function, has a priority responsibility, that demands it to make its own contribution to the social development as well as to the creation of a critical mass and knowledge production from the innovations, creativity and complex thought activities.

KEYWORDS: university, quality, university with quality and tendency.

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Judith LEÓN GUEVARA

Universidad Fundación Universitaria Monserrate (Bogotá-Colombia)

The Knowledge Production Unity like a answer to the methodological challenges of the 21th century's education

ABSTRACT: The Knowledge Production Unity methodology develop a model to abord the knowledge, and propose a didactic by whose steps are necessary to reach a ownlearning process and a guide construction of knowledge, for a significative effect in the university.

KEYWORDS: pedagogic mediation, university, knowledge.

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Andrea SUÁREZ SALAZAR* and Marco Fidel CHICA LASSO**

**Universidad Autónoma de Manizales*

***Universidad de San Buenaventura, sede Bogotá*

The world of the life of the Colombian researcher in education and pedagogy in Manizales university context. A phenomenological view

ABSTRACT: This paper accounts for a research inscribed within the research project named *Investigation Regions in Education and Pedagogy: Construction of a Research Activity Map for the decade 2000-2010*. It makes part of the Doctoral Program in Social Sciences Childhood and Youth carried out by CINDE and Universidad de Manizales. Its main objective is to understand the sense given by researchers in Education and Pedagogy to their daily research work. A phenomenological qualitative research method with a hermeneutical perspective was used. Four researchers were interviewed from four universities of Manizales. The interviews were recorded and transcribed verbatim. Data were analyzed by using two methods: the phenomenological thematic analysis proposed by Max Van Manen and the hermeneutic circle of Hans-Georg Gadamer. The conclusion is that the central experience of being a researcher in these areas is *dignity*, constructed from three main themes: *self-relation*, *trajectories*, and *sense modes*. It was also concluded that these three topics are closely linked with the life of institutional research in Manizales.

KEYWORDS: person, world of life, experience, education and pedagogy research, hermeneutic phenomenology.

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Ángel MOLINA MARTÍNEZ
Universidad de Salamanca

The prevention of workplace. An emerging educational issue

ABSTRACT: Purely pedagogical aspects are vital to understand what were the different realities in the world of education in prevention of occupational hazards, if you believe with conviction in the pursuit of compliance with long-term goals. Therefore, the approach of this paper is a future investment in order to analyze the recent past, without neglecting the interests of consolidated set objectives, but these are long term.

The fact look very insignificant life experiences that have been, it used to consider a detailed analysis of where we walk the prevention of occupational risks in the world of education, in order to establish a common strategy based on an educational project coordinated, united and in synthesis with the activities already undertaken, which are the result of initiatives and projects embodied in performance reflected in the current regulatory framework and recent.

KEYWORDS: education, warning, workplace, risk.

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María Amor PÉREZ RODRÍGUEZ, José Ignacio AGUADED GÓMEZ and Manuel FANDOS IGADO
Universidad de Huelva

A properly policy and the permanent teacher's training, key in the ICT Centre impulse in Andalusia (Spain)

ABSTRACT: This paper displays some of the results from research carried out in Andalusia (Spain) to evaluate the impact of the educational innovation policy developed by the regional government through widely introducing Information and Communication Technologies (ICT) in primary and secondary schools (ICT Centres). Specifically, the effect of the measures used to integrate ICTs on the educational administration and education centres is analysed. This integration is analysed not only at an institutional level, concerning the organization of the centres, but also in that referring to the permanent teacher's training actions and the implications and repercussions in the teaching-learning processes and the classroom and thus its repercussions in teaching-learning processes.

KEYWORDS: technology planning, technology integration, ICT use.

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Pedro Francisco GONZÁLEZ ROA

Departamento de Ciências da Educação da Universidade dos Açores (Portugal)

Construction of teacher autonomy - a case study in Azores Islands (Portugal)

ABSTRACT: Building up a professional identity assuming a main role to teachers autonomy as well as assuming cooperation as a fundamental issue in teacher training methodology, are commonly being considered main goals for teachers professional learning, along with the new demands in the contemporaneous society and the answers to new challenges as well as the conviction of students «educability». In this paper we describe how these goals have been systematically and almost obsessively undertaken by a group of teachers in Terceira Island, Azores archipelago, Portugal, during the last ten years.

A collaborative pedagogy, i.e. changing practices for student achievement as well as making their practice open to peer critique, the student-centered teachers instruction along with a democratic practice within the classroom, which they always try to improve, are the main issues which characterize the work of these professionals.

The strategies adopted by this group include the formation of organized working groups where there is a truly cooperation, reflection and sharing of their practices. The learning groups are in the core of the methodology where teachers assist each other in a day-by-day routine and use an open dialogue to express their feelings, expectations and distresses about their own practices.

KEYWORDS: teacher autonomy, collaborative self-training, collaborative learning.

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