

# Introduction

---

DOI: <https://doi.org/10.32870/dse.v0i33.1760>

## Educational aspects surrounding social and student movements

Following the terms of our call for papers and after a double blind review process, corrections, and revisions, we present here the eight papers referring to our thematic axis, as well as five texts in the section “Otros artículos”, a “Debate” written by this author, four in the section “Paisajes nítidos”, and a review.

We begin with a text by Luciano De Marco, “Saberes emergentes en la formación docente argentina. Políticas, discursos y demandas para pensar estos tiempos” (*Emerging knowledge in Argentine teacher training. Policies, discourses and demands to reflect on these times*), which inquires into the ways in which educational policies, contingencies, and demands have an impact on and forge the knowledge about gender perspective and comprehensive sexual education sexual integral (CSE) in initial teacher training in Argentina, in particular in the majors in Secondary Education in History and Geography Higher Institute of Teacher Training in a suburb in the south of the Greater Buenos Aires urban area. The paper describes a movement of activation of demands, identities, and sensibilities of the women’s and sexual dissidences movement that had effects in the teaching positions of those who inhabit this institution. De Marco wonders how the members of this educational community processed, appropriated, and translated these policies and demands on an institutional scale through a post-foundational and post-structural approach anchored in the contributions of Political Discourse Analysis (PDA), with an inductive qualitative-interpretive methodology. His field work was conducted in 2020 and 2021, including periods of observation and (direct and virtual) recording, as well as open, in-depth interviews with members of each educational community.

The article “Problemas estudiantiles en posguerra y Guerra Fría: mexicanos en la Unión Internacional de Estudiantes (1946-1956)” by Aymara Flores Soriano describes the process of emergence of a narrative on student issues in the Second World War postwar period and the early years of the Cold War, based on the experiences of Mexican students affiliated to the International Student Union. Through an analysis of the voices of female students in the Union’s official documents, the autor explains the process of translation and negotiation of the students’ interests, as well as the need to position in the international agenda issues related to each region, country, or school, to couple such interests with the principles of friendship, union, and international cooperation included in the Acta that created this international organization. Three questions underlie her analysis: What could European, Asian and African students know

or understand about the demands and issues expressed by their Latin American peers? How could international cooperation and solidarity be achieved when the historical awareness of student struggles were limited by local, national, and regional meanings? How was the notion of student representativity discussed and operated among delegates of the Unión locally, nationally and internationally?

The article “Convivir en un espacio resignificado en una colonia de la zona metropolitana de Guadalajara” by José Humberto Salguero Antelo presents a part of the history of the Lomas de Polanco neighborhood in the south of the Metropolitan Area of Guadalajara from 1973 to 1995, a period characterized by the convergence of the presence of Jesuit priests in the Base Ecclesial Communities, explaining their participation in the activist struggle for the regularization of plots of land, their resistance to the municipal authorities’ attempts of eviction, and the emergence of different organizational initiatives. The paper also mentions the aesthetic contributions of the pedagogical differentials present in the popular education actions were for the resignification of the space and the formation of critical awareness based on the praxis of these communities and their participation in the activist struggles of that period.

Norberto Soto Sánchez and Roberto González Villarreal are the authors of the article “La pedagogía insurreccional de la Liga Comunista 23 de Septiembre”, which explores the pedagogy of this Mexican guerrilla organization founded in 1973, as part of the Mexican Socialist Armed Movement. They argue that pedagogical theory was a part of their revolutionary strategy, articulated based on three key texts: “Un deslinde necesario” (1970) by Raúl Ramos Zavala, which proposed armed nuclei of self-defense as educators in mobilizations, “Tesis de la Universidad Fábrica” (1972), which defined students and teachers as proletarians exploited in capitalism, called to lead the new socialist revolution, and “Cuestiones fundamentales del Movimiento Revolucionario” (1973) by Ignacio Arturo Salas Obregón, which described different political and pedagogical instruments for the revolution. The LC23S implemented these ideas through armed propaganda, political strikes, and insurreccional actions like the Asalto al Cielo Operation in Sinaloa (1974), which paralyzed the state’s local economy for 12 hours. The article concludes that the actions of the September 23 League, denounced by some as irrational, responded in fact to a coherent political and pedagogical theory that combined the political education of the masses with direct action and armed struggle.

The article “Pedagogía en movimiento. Subjetivación del sujeto con derechos en el movimiento estudiantil chileno de 2011”, by Luz María Montelongo Díaz Barriga, analyzes the specific subjective configuration of the youth based on the experience of inhabiting the university student movement in Chile in 2011. This was done based on a pedagogical approach to human rights, in a dialogue with sociology (social movements) and psychology (empowerment and agency). The methodological strategy was qualitative, incorporating the biographical-narrative method with a thematic life history, and consequently conducting open-dialogic interviews

with the protagonists of the student movement. The importance of this work lies in its analysis of the conditions that triggered the formation of a subjectivity: the subject with rights. Its pertinence resides in considering that social movements are also spaces of formation and/or subjectivation.

Ximena Abigaíl Tapia Olivares and Edgar Miguel Juárez-Salazar, in their article “Racionalidad y capacitismo como elementos de subjetivación política del movimiento estudiantil moreliano de 1966 en el periódico *La Voz de Michoacán*”, explore the expressions of rationality and the requirement of cognitive skills as referents of the production of subjectivity in students in Morelia, Mexico, mobilized after the State-sponsored violence perpetrated by the Agustín Arriaga Rivera government in Michoacán. Based on the experience of Morelia and the mobilizations originated after the murder of a student, the article retrieves a number of narrations manifested in the newspaper *La Voz de Michoacán* in the days after the event. After a compilation and construction of an archival corpus the authors made a critical analysis of the discourse around the rationality of the State, the notions of “intellectual capacity” and “stupidity” as modes of signification that constructed the discourse to produce a political subjectivation of the Mexican State in the press about student mobilizations. Their discourse analysis has a qualitative orientation that allowed them to interpret and understand textual data, identifying patterns and emergent themes in the documents analyzed, as well as free possibilities of explanation to amplify the discursive dispositions and the elements that describe and amalgamate the political subjectivity of the students of that university.

The article “El Bloque Educativo Indígena Originario en Bolivia: aportes a la educación intracultural, intercultural y la descolonización (2004-2010)” by Weimar Giovanni Iño Daza addresses the way in which indigenous movements carried out a symbolic political struggle for the defense of their territories and the recognition of their identities, their forms of political, productive, territorial, and community education organization. The article describes the historical context in which the Original Indigenous Educational Bloc (Bloque Educativo Indígena Originario) was formed, as it explains its proposals to the field of education, based on the original indigenous peasant socio-cultural matrix through a bibliographical review of secondary sources, as well as an analysis of the educational proposals, the bibliography, and personal communications. Their main results focus on the highlighting of the Bloc’s contributions to the discussion and debate over Bolivian education during the government of the transition (2004-2005) and Evo Morales’ first presidential term (2006-2009), their impact on the drafting of Law 070 and the basic pluri-national curriculum, as well as the political positioning of intraculturality, interculturality, and the plurinational, the ideological in regard to de-colonization, and the philosophical, related to the original indigenous peasant cosmopraxis, which found an expression in their educational proposals.

Guadalupe Olivier Téllez, in her article “El vínculo epistémico entre la educación y los movimientos sociales”, opens an initial discussion about the development of the relationship bet-

ween the field of education, social movements, collective action, and resistances. Her goal is to show the challenges faced by the process of gestation of an epistemic statute for educational research through the articulated incorporation of theoretical-methodological tools of the social sciences and the humanities. Based on a documentary review of the states of the art and empirical work, she discusses the theoretical and conceptual puntualizations specifications proposed complexify the field of study of social movements and education. She also proposes a classification and a typology with the aim of locating the main contributions, but also the elements that need to be discussed in order to reach a more complex and strengthened epistemic statute in that relationship.

### *Otros artículos*

The section *Otros artículos* begins with the manuscript “Las TIC en la enseñanza de la comprensión lectora en students de secundaria. Impacto de una intervention pedagógica” by Magally Guadalupe Sánchez-Domínguez, Jesús Izquierdo (†) and Jacinta Hernández Pérez. This paper presents the results of an experimental design about strategies linked to the TIC for the development of the reading comprehension of students of a public secondary school in Villahermosa, Tabasco, Mexico.

In the line of research about educational inclusion educativa, Miguel Ángel Sainz Palafox, José Ángel Vera Noriega, Martha Olivia Peña Ramos and Jesús Tanori Quintana Instituto present the paper “Validación del cuestionario de apoyo social hacia alumnos con discapacidad física y sensorial”. This study uses as a framework the Theory of Planned Behavior and presents the results of the application of a questionnaire to 909 students of a higher education institution in the state of Sonora, Mexico.

Also on the topic of issues related to educational evaluation, Claudia Jones presents “Perspectivas sobre modelos cualitativos de evaluación del aprendizaje del Inglés entre alumnos universitarios latinoamericanos”. Based on a survey applied to higher education students in 2022, this research analyzes perspectives around the application of models and techniques of qualitative and quantitative evaluation of the learning of English as a Second Language.

On the issue of school dropout, Pedro Damián Zamudio Elizalde proposes the paper “Necesidades formativas de docentes para evitar el fracaso escolar”. Through five focal groups conducted in different regions of Baja California, this study proposes a qualitative approach and a descriptive and interpretive design on the knowledge and skills that allow us to strenthen teaching and cope with multiple manifestations of school failure.

Finally, in an exercise of problematization about the functions of evaluation in contexts of in-school education, the essay “Evaluación educativa: poder, hegemonía y rendimiento” by José Alfonso Jiménez Moreno presents an analysis of the strategies of in-school evaluation as modernizing devices and proposes a reflection derived from Byun Chul-Han’s concepts of power and performance society.

## *The Debate*

For the debate entitled “Articulaciones inestables y diversas en torno a lo educativo y la movilización social” presented by this coordinator, I conducted a review of the literature that allowed me to account for the state of the matter in an overview fashion, in order to show the readers the great number of papers that articulate the nodes of interest that comprised the call for papers of this Issue of *Diálogos sobre educación*, the theoretical-methodological approaches employed, and the possible intersections between the field of educational research, systematization, and social movements. It is not an exhaustive review, but the exercise allows me to trace certain theoretical and methodological provenances of papers along this line of research, suggest that what characterizes approaches to the link between education and mobilization is inter- and cross-disciplinary work, and show how the production on these issues has opened a path in recent decades.

## *Paisajes Nítidos*

In the text “Construcción de un repositorio digital para la enseñanza de los movimientos sociales en México” by Alfonso Díaz Tovar, Gerardo Ortiz Moncada and Haydée Morales Flores, the authors describe the case of the Repository of Militant Art housed in the Gregorio Torres Library of Mexico’s National Pedagogical University (UPN) Unit Ajusco, a project based on the pedagogy of memory that seeks to safeguard, preserve, and give diffusion to militant art from personal archives of collectives and social organizations. It is a collective effort to rescue, organize, and give diffusion to a political, militant, and social resistance artistic archive created by members and sympathizers of the Committee 68 Pro Democratic Liberties, an organization that has struggled for the vindication of human rights for over four decades, while at the same time they have supported political platforms seeking justice and the rescue of the memory of crimes committed by the Mexican State.

Nicolás Alberto Dip and Alcides Daniel Sánchez de la Cruz, in their article “Derechas e izquierdas latinoamericanas en el laberinto de la cuestión universitaria. Contrastes político-intelectuales entre Darcy Ribero y Rudolph Atcon (1960-1970)”, trace how in Latin America in the 1960s and 1970 an international discourse about the crisis of universities was interwoven in which two political-intellectual figures were key: Brazilian Darcy Ribeiro on the left and Greek naturalized American Rudolph Atcon on the right. These two thinkers took part in a Latin American debate over the university that circulated thanks to the publication of different books and journal. In turn, the itineraries and setbacks both of them suffered in their professional careers show the change of political pulse in the countries through which they passed and where they interacted with different political, social, and cultural actors in the 1960s and 1970s.

In “Narrativas sobre lo ominoso. Adolescencia y escuela en diálogo hacia una cultura de prevención contra el abuso sexual infantil”, Andrea Anahí Quiñonez Velázquez aims to problematize some situational and empirical data published by different national and international

agencies, trace some views and accounts produced in a dialogue with adolescents from public schools, and to interpret the meanings and narratives that provide light to a culture of prevention against Child Sexual Abuse through an exploratory proposal of a laboratory of listening and narrative at school. The narrative inquiry is part of a history of profound reflection, dialogue, and daily work with adolescents to fine-tune their accounts. The proposal for laboratories of listening and narrative in the school is part of a proposal of social retribution that seeks to become a stage for political experimentation to reclaim the protagonism of the actors; that is, children and adolescents as co-producers of knowledge and experiences that go beyond the confines of the school, as they can institute strategies of listening, information, and reflection to contribute to a culture of prevention against violence.

To close this section, Itziar Scarlet Gallegos Ruiz, Adriana Matilde Zenil Ongay and Xóchitl Elizabeth Ruvalcaba Rodríguez, participate with the article “Entre territorios: implementación de un proyecto de retribución social en tres servicios de educación preescolar para fomentar la convivencia escolar y la inclusión”, which presents the work of students of the Ph.D. program in Education of the University of Guadalajara, based on the implementation of a didactic sequence with students of the three services of pre-school education (general, indigenous, and community), with the aim of contributing to educational practice on coexistence and inclusion at school. The methodological approach was qualitative, using action-research (participant observation) to understand the different educational realities faced. Their results show the disparities faced by pre-schoolers regarding their contexts, material conditions, human resources, multi-level environments, and teacher training. This project is part of the actions of social retribution of graduate students benefitted by CONAHCYT’s National Scholarships (Secihti).

## Review

Josefina Natalia Ramos Gonzales and Marcela Dubini, in “Trascender el papel académico. EL MAESTRAZO. Genealogías de luchas y resistencias producidas durante la huelga docente de 1988”, describe a simple made as part of an exercise in memory that brought to the present scenes from the Argentinian teacher strike in 1988, known as “EL MAESTRAZO”. Preparing this collection of photographs involved a painstaking and artisanal process that consisted of two procedures: first, rescuing original negatives from the private archive of Mario Diamonte, a photographic reporter of that time, and then making facsimiles of newspaper photographs over thirty-five years old. This process turned this historiographic sources into reusable material accessible to collectives and individuals involved not only in research but also political, social, educational, and artistic actions.

We hope this thematic Issue of *Diálogos sobre educación* will contribute to an already sedimented and disseminated discussion on the fruitful links between education and social movements, and that its reading will be enjoyable for you.