

Editorial

We are pleased to present the 8th issue of *Revista de Educación*, with contributions from educators and researchers in the educational field of national and international renown. This volume embodies the joint effort of two working groups that despite experiencing different realities, share close academic interests. One is a research team at Södertörn University, Stockholm, Sweden, and the other is the research group on Education and Cultural Studies (GIECC) at the School of Humanities, Mar del Plata State University (UNMDP) –both committed to teacher education in Higher Education.

In its bilingual mode, this publishing project has as a direct antecedent a Spanish-English book on Teacher Education in Sweden and in Argentina: *Serie Espacio de la Teoría y de la Práctica*, Volume 4, School of Humanities, Mar del Plata State University; which was coordinated by Maria Borgström (Södertörn University) and Luis Porta (UNMDP) in 2007.

On this occasion, *Revista de Educación* provides the framework for this ambitious publication which purports to present in an entirely Spanish-English bilingual format a series of ten articles, two book reviews, and the review of one event; all organized around a central thematic axis that pervades critical pedagogies, multiculturalism, decoloniality and Latin American thought.

The genesis of this issue in regards to its central theme can be traced back to the International Conference ‘Intercultural vs Critical Education – Contrast or Concordance?’, that took place in Södertörn Högskola, Stockholm, Sweden, from April 11th to April 17th 2011 and was organized by Södertörn University Education Department, in cooperation with the Czech Republic, and Mar del Plata State University represented by the research group GIEEC. Some of the articles presented in that major event by both working groups have been updated and make up this publication together with valuable national contributions and articles by researchers of consolidated international prestige.

An article by **Henry Giroux**, McMaster University, Ontario, Canada, inaugurates the series of papers in the present issue. Giroux, a distinguished professional of international standing, has kindly granted the publication and translation into Spanish of one of his articles which firstly appeared in English and is presented in its original format in this volume. In ‘*When schools become dead zones of the imagination: a Critical Pedagogy manifesto*’, Giroux sternly criticizes educational market-driven reforms, characterized by an obsession with standardization, high-stakes testing, punitive policies, and a culture of cruelty resulting from neoliberal policies. He warns us about a pedagogy of repression, the denigration of teachers, the distrust of parents, the subjugation of creativity in education, and the treatment of students as part of an assembly line; defining them by their failures rather than by their strengths. Instead, Giroux supports a pedagogy that can connect with social work and political resistance, empowerment and democratization, a critical pedagogy as a moral and political project that can illuminate the relationships between knowledge, authority and power.

The set of six papers that follow are up-dates of the presentations at the aforementioned Stockholm Conference by the members of GIECC, UNMDP, as well as the educators at Södertörn University. The first article, by **Luis Porta** and **Zelmira Alvarez**, entitled '*Revisiting "old" Latin-American texts from the "present time" of Critical Pedagogies. Key ideas to discuss lines of continuity and rupture*' proposes tracing back the theoretical roots of Critical Pedagogies in the work of two Argentinian intellectuals in the popular culture field with Latin American projection: Rodolfo Kusch and Arturo Jauretche. The article furthers our understanding of the categories that comprise a transgressive view of the world so as to be able to relocate ourselves in the present with a transforming spirit in the light of the contexts upon which we act.

The second paper is '*Hegemonic discourse vs cultural resistance. The case of the Patagonian lands appropriation in the context of the nation-state formation period*' by **Sonia Bazán** and **Gladys Cañueto**, School of Humanities, UNMDP. On the basis of the theoretical contributions of critical pedagogies, the authors discuss the teaching of Argentinian Contemporary History and propose alternative courses of action. The case of the process of incorporation of the Patagonian lands in the shaping of the national domestic market is taken as a trigger to reflect upon and argue for diversity as well as to raise awareness of the hegemonic discourse of the traditional school present in textbooks.

Katrin Goldstein-Kyaga, Södertörn University, presents a thorough piece of work named '*The new cosmopolitanism, peace and intercultural learning*' which claims that intercultural education should be connected to a new cosmopolitanism in agreement with a methodological cosmopolitanism in social sciences that conceives education as a global issue, and diversity as a positive phenomenon. Likewise, the author poses the possibility that intercultural education may impinge on the shaping of genuinely armonious societies, especially in interethnic contexts.

In '*Making the invisible visible in human encounters. Code, identity and intercultural education*' **María Borgström**, Södertörn University, highlights 'to make the invisible visible' as one of the main aims of intercultural education. From Borgström's perspective, what is invisible entails the implicit meanings in human communication in sociolinguistic and cultural contexts in which identities are forged through interaction. In this vein, the author resorts to examples from her own research to throw light on how to bridge the gap among cultural, social and linguistic differences in teacher-students interaction.

Next, **Ana Graviz** and **Patrik Hernwall**, educators-researchers at Södertörn University, put forward their article '*Supporting awareness through participation. Young people as co-researchers on digital media use*'. The writers counter arguments for considering students as active participants in the research process and as co-researchers in the development of the use of digital media. In addition, they reflect upon the constraints the school context, particularly the state school in Sweden, places as regards the access and use of digital media, thus limiting the way in which the youth experience those affordances.

For her part, **Christina Rodell Olgaç**, Södertörn University, offers the exposition '*National minorities, national self-awareness and intercultural learning processes among student teachers in Sweden*'. Rodell Olgaç documents the way in which an intercultural approach in a course of studies for student teachers concerning the five minorities in Sweden may challenge hegemonic monocultural and monolingual discourses of national self-awareness in the master narrative of the country so as to foster an inclusive stance among student teachers.

The following article initiates the last set of three substantial national and foreign productions. The contribution of **Gemma Carbó Ribugent**, Girona University, Spain, titled '*From intercultural education to critical education in cultural diversity: the UNESCO Diversity Kit For Youth*' examines, from the perspective of critical pedagogies, the theoretical and methodological principles of a didactic proposal for education in cultural diversity promoted by UNESCO in response to the Convention of the Diversity of Cultural Expressions. The *Diversity Kit* is an interactive game for teenagers that help them to think critically and understand the positive nature and value of identities and cultural expressions, not only for their own personal development, but also for their economic inclusion and professional placement.

The second article in this series is by **Claudia De Laurentis**, School of Humanities, UNMDP, entitled '*Ruptures and continuities in teacher training courses: an experience in the classrooms of an EFL teachers' training course*'. Departing from the challenge presented by teacher education of English Language Teachers within the stance of critical pedagogies, the author deconstructs a narrative experience with student teachers, solidly founded on Brunerian principles that reckon culture as a tool to understand reality and narrativity as a natural way to organise experiences.

Finally, the article by **José Yuni and Ana Griselda Díaz**, Catamarca State University, concludes the final section. Their article '*Teacher Education pedagogies and methodological constructs: Or about different ways to approach teacher education*' unfolds a detailed description of the methodological constructions identified in different teacher education pedagogies in three Higher Education Institutes (IES) in the province of Catamarca. The focus is on accounting for the modes in which future teachers are aided -from the methodological constructs of mentors- to make pedagogical decisions and broaden their potential for action during the educational path. The research that supports their study was conducted along the lines of a qualitative approach and involved seventeen semi-structured interviews which were complemented by classroom observation of teacher educators in different areas. The analysis of the data enabled the reconstruction of three typologies in which teacher education is pedagogically configured in the institutes under study as well as the dominant methodological construct that sets up each pedagogical approach.

The section book reviews presents two newly published books. The first review by **Jonathan Aguirre**, UNMDP, belongs to M. Sturich Tamain, C. Salinas, A. Severiche, E. Beccar, J. Araoz y R. Arce Camacho, “*Territorialidades, Prácticas y estrategias en la construcción intercultural del territorio cochabambino, 2009-2013*” which was published in 2013 by the Universidad Mayor de San Simón, Cochabamba, Bolivia. The authors set forth to share reflections and the experiences of over four years of research within the framework of the Project named “Territorialities”, carried out by the team of the Comprehensive Recovery Program of Historical Sites in Cochabamba. It deals with issues related to the territorial constructions from a wide-ranging and transdisciplinary approach prioritizing the study of the daily practices and discourses from which the social agents represent and reconfigure the territory. This work is an interesting contribution to the field of Social Sciences and to the understanding of a complex territorial framework from a critical perspective.

Cristina Sarasa reviews the work of Fernández Mouján, I., Quintana, M.M. y Dilling, A.C. (2014). *Problemas contemporáneos en filosofía de la educación. Un recorrido en 12 lecciones*. Buenos Aires-México: Novedades Educativas. From the very beginning, the authors emphasize the articulation of philosophy and education within in-between spaces, thus avoiding the dangers of distance and polarization, problematizing the blurred edges between them both. The reviewer highlights the value of the book for teachers and educators in different domains of initial teacher education in our country and Latin America. In addition, lastly, it is clearly stated that despite the fact the subtitle refers to *lessons*, the reflection generated throughout the pages goes beyond imparting knowledge; instead, it poses questions concerning big -and also small for that matter- issues.

Finally, **Claudia de Laurentis y Jonathan Aguirre** put forth a report on the ‘*II Conference on Researchers, Research Groups and Research Projects. 17th and 18th September 2014*’ jointly organized by the Research Group on Education and Cultural Studies (GIECC) and the Center of Multidisciplinary Research on Education (CIMED), from the School of Humanities, UNMDP. The event brought together educators, specialists and researchers in the field of education from different universities in our country as well as from educational centers in Colombia and Extremadura National University, Spain.

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