

Dossier presentation

Liliana Sanjurjo¹

Alicia Caporossi²

Teacher education has been a political preoccupation (concern) since (after) the creation of the educational system. Nevertheless, it acquires theoretic relevance since the last half century when investment in education seeks to channel resources based on investigations that fundament decision making. From these perspectives, the concern for teacher education in the practices constitutes a minor issue as it was considered an application of theory. In the last decades, investigations have contributed to a clear result: the importance of giving relevance to this education as a key to understand and improve what happens inside the classroom. The productions that are circulating currently are abundant and rigorous. However, given the distinctive characteristics in teacher education practices, (signed) by the complexity and singularity, transited by subjective beliefs and social traditions and an endless source of new learnings and theoretic production que deserve to be treated in depth.

The interest that this topic arose has given place to the organization of two numbers of dossier. The first number is conformed by four articles that take into account research processes and analysis about the problematic presented. It recompiles works from different realities in the country and abroad. The first one discusses ways of thinking educative stories that are

¹ Universidad Nacional de Rosario. lilianaolgasanjurjo@gmail.com

² Universidad Nacional de Rosario. aliciariosacaporossi@gmail.com

used as an educational device and teacher education from an epistemological point of view of complexity. This means as knowledge produced by a subject, like a series of events that leave a trace in the memory, as an opportunity of mental and social subjectification. Conceptualized stories about teacher education and the way of reasoning them from the teacher's perspective. These narrated stories do not show a linear path but are built in the resignification of the senses. The author believes that the same act of recalling produces modifications because the personal experiences recreate the story as it is remembered. She understands the story of education as a net of everchanging and open-minded trajectories that leave marks, pointing out that recalling stories is a practice of the mind.

The second work starts from the knowledge constructed in investigations, conceptualizing the practice as an interrelation of materialities, logical sense and practical knowledge that teachers and students unfold in a shared time and space. This puts focus on the pedagogical relation in the university as a space of professional constructions in which transformations are produced through a singular interrelation of the ways of talking, acting and relating with others. The practice is understood as a cooperative one that produces transformations in its own realization. The logical sense given to the formation result in the characterization of the pedagogical relations in which authority, the construction of the other, trust, believing in the other and the legitimacy of the knowledge that is taught and learned is displayed.

The third article is based on an investigation about senses of teacher education in the practice subject that is centered in the importance of an epistemological practice, covering the relation theory practice, the complexity of the practice, the place and the timing of the practice to reflect about how is taught to be taught. From a qualitative interpretative focus different senses are worked in which the principal actors-teachers- that are

given a practice showing speech contradictions, conflicts in the practices and correlations between theory and practice. They interpret the practice as an application of theory, from the knowledge of the teaching situation as an action contextualized by others.

The last work has an interesting revision of literature dedicated to the critical analysis of an extended belief concerning that the reflective practices are the solution to the professional formation matters. The identification and systematization of this critics allows to recognize the tensions that this formative model shows in its implementation and allows to regain the power of the formative perspective. However, having special care of not letting it be captured by logics of continuous soar and the society of efficiency (productivity) that has individualized teachers making them the one and only responsible ones of the rise of the educative quality. From this previously mentioned, the importance that in an initial formation an emancipatory perspective of the use of reflection must be assumed is pointed out.

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