

Introduction

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(Trad. Moisés Silva)

Education and formation are two fundamental pillars for the development of individuals and societies, and they are both essential for their transformation and growth. However, the challenges posed by the age of information, social and demographic changes, as well as the ongoing need to adapt to continuously changing social and economic circumstances, require education and formation systems that can prepare individuals for such highly competitive and sometimes inequitable environments.

Both processes are immersed in the totality of educational systems –either formal or informal– and social contexts. Their importance calls for dialog, discussion, and analysis aimed at searching and creating new initiatives that allow individuals to face current and future challenges.

Although it is relevant to make progress on the strategies implemented and adopted by local, national and international bodies and institutions, such as those oriented towards the education and formation in the different stages of education, it is also necessary to work on the search and application of concrete strategies that may have an impact on educational and researcher training policies, in order to advance towards new ways of creating knowledge and not merely repeat theories and methods that reflect realities experienced in other contexts alien to our own. It is especially important to work towards establishing more flexible pathways to learning in order to achieve greater quality, efficiency and equality in the systems already developed, as well as in the use of new teaching and learning technologies applied to these processes.

We start this issue with a paper by María Guadalupe Moreno Bayardo, who raises interesting issues about the emergence of graduate programs on education in Mexico, and especially doctorate degree programs. She also reflects on the influence that policies have had on this level of higher education, and how they have evolved. An instance of that is the fact that doctorate degree programs used to be aimed at training researchers in education, and now there is the possibility of creating doctorate degree programs in education with a professional orientation. This has been regarded as a beneficial proposal, because according to Moreno Bayardo there are increasingly fewer positions for researchers who complete doctorate degree programs.

In her paper, Cristina Palomar Vereá focuses on the formation received by graduate students, and especially on the production of the subject. She argues that graduate programs are increasingly more unlikely to produce new generations of researchers because students fail to show adequate

research skills due to shortcomings in their previous education, as well as the growing number of requirements for admission, permanence, and completion of graduate programs, which promote simulation practices in order to generate higher indicators of completion rate.

Another interesting approach is the one presented by Emma García Pedroza, who suggests that teachers' colleges include training in research as part of the initial formation of their students, since research itself has been one of the core strategies of higher education institutions for several decades. Her proposal is supported by a review of teachers' schools curricula for 1985, 1999, and 2012. According to García Pedroza, although the curricula for 1985 and 1999 placed some importance on research, their structure and contents did not allow for the development of research skills, whereas the 2012 curricula, if applied correctly, would let teachers' college students acquire such skills.

Regarding teachers' ongoing formation, Ana Cecilia Valencia Aguirre wonders if ongoing training courses are indeed formative. Her document is the product of research conducted with directors and teachers in elementary schools, based on an approach to the study subjects. Valencia Aguirre concludes that both educational actors consider ongoing formation as necessary and indispensable, but there is a serious problem in the asymmetry between theory and practice. She suggests that proposals for formation should be based more closely on actual school problems, working on case studies and situations that can be transferred to practice and allow students to visualize models that make knowledge transfer more viable.

Some experiences and proposals for teacher formation are considered in this issue, such as those of María Cristina López de la Madrid, who describes a teacher formation experience in the use of IT through an action research process. The author emphasizes the fact that some teachers often avoid integrating technology in their teaching practice because they do not know how to use and apply it, and she suggests incorporating it into the formation of middle school teachers so they can use them properly to generate dynamic contents that are appealing to the students and facilitate learning.

Along the same lines, María Enriqueta Ponce Ponce proposes self-managed learning for students in environments mediated by technology. Self-management is defined as an additional competence, a tool that if learned can help the student to generate or complement other competences linked to critical questioning and analysis, so it is a task to be considered by educational institutions in order to consolidate their reliance on constructivist, student-centered models.

Likewise, Juan Elías Campos García proposes a formation for life based on a pedagogy of the body, which he claims could become a way to humanize individuals. He argues that when an individual can recognize himself he recognizes his own humanity and is thus able to recognize it in others, opening a path towards a pedagogy of life.

To strengthen education and formation, Juan Martín López Calva reviews some contributions to theory. He argues that formative processes must incorporate an education for democracy, pro-

moted mainly by Nussbaum and Morín, as opposed to what he recognizes as an economy oriented towards income. López Calva voices his concern about the current special interest in the search for economic growth and development. An education for democracy would be important too, because it seeks to develop critical thinking and an acknowledgement of the other. Among the core elements of an education for democracy are the formative processes that develop skills to reflect on political issues, recognize the other as a person with the same rights, take an interest on the life of the others, and generate an understanding that assimilates the complexity of human life.

Another interesting proposal to take into account regarding formative processes is the one made by Sara María Servín Uribe. She argues for an incorporation of philosophical practice as a way to question and awaken our thinking, amidst an environment concerned about a formation that does not overlook reflection, analysis and critique as essential activities for the development of thinking and living.

From another area of research, César Augusto Ricardi Morgavi makes a comparative analysis of inter-generational educational social mobility in Mexico and Spain, which is the result of the application of three log-linear models. He argues that, unlike in Mexican society, in Spain we can identify a pattern of educational reproduction and mobility that has remained constant from one generation to the next, whereas in Mexican society such a constant pattern is arguably non-existent.

In the *Debate* section, José Luis Martínez Rosas presents a discussion of the tensions and problems that can nowadays be identified in the fields of education and formation, based on an analysis of two categories: the school and the curriculum. He argues that the homogeneity of curricula in Mexico, Europe or the United States is evident, and that it is linked to a technical rationale.

In her paper, Mercedes Palencia Villa presents a proposal to create the “Doctora María Luisa Chavoya Peña” Inaugural Lecture, as an acknowledgement of the long, productive and important career and work of Dr. Chavoya Peña, a teacher and research professor at the University of Guadalajara.

Finally, the *Reseñas* section analyzes four interesting works. The first one, Mitchell Alberto Alarcón Díaz’s “Determining conditions for the production of knowledge and research in Jalisco”, reviews the book *La producción del conocimiento en las instituciones educativas de Jalisco*, coordinated by Martha Vergara Fregoso and Aurora Ojeda. Vianey de Jesús Mendoza Ruelas introduces us to *Enseñar a investigar, una didáctica nueva de la Investigación en ciencias sociales y humanas*, by Ricardo Sánchez Puentes. Ana Marcela Gómez Hinojos reviews *Epistemología general o crítica del conocimiento*, a didactic approach to the philosophy of Roger Verneaux, and Antonio Ponce Rojo, in “The *artists and journeys* of education”, makes a thorough analysis of Issue No. 2 of the journal *Punto CuNorte*, published by the Northern Jalisco University Center of the University of Guadalajara.

The texts collected in this issue of *Diálogos sobre educación* elaborate on current issues of research on education. They are the product of inquiries and analysis conducted from different

perspectives and in different areas of formation, such as the formation of graduate students, the formation for research, and ongoing formation, among others, as well as several proposals for the improvement of formation processes.

We hope these papers and reviews will make a useful contribution to the analysis of these issues.