



La inclusión educativa como intrusa? Diálogos entre estudiantes y formadores del nivel superior en el marco de una investigación [

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Analítica

To speak about educational inclusion generates special resonances, from living the inclusion as one more external demand , to acknowledging its value as a builder of necessary networks that make educational processes possible. The question of our work describes scenarios situated in times of transformation, transformation related to the way that institutions and individuals (Lucía Garay, 2015) give meaning and proceed, shaped by feelings of instability and fear of the future. In this context, educational inclusion appears to have resonances that sometimes place it as an intruder and sometimes as an ally. In this paper we describe part of the journey in a qualitative and collaborative research whose aim is related to knowing how trainers and students of teacher careers give meaning to the educational inclusion. We worked half structured polls, focus groups devised for trainers and students from teacher careers and interviews to the headmasters teams. We show the interpretations around the topic built by teachers and students. The first findings of this research allow us to claim that different point of views related to educational inclusion co exist. Trainers and students focus on several aspects linked to the educational inclusion processes that take place in the institutions. However,it can be seen a common concern: the possibility of educational institutions becoming scenarios that home their members acknowledging and appreciating their singularities

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