

A B S T R A C T S

From the path to the multiple roads: Possibilities of technology in education

The article argues that human beings have developed and used technology from the beginning of history, with the purpose of improving their living conditions. Technologies are created to respond to certain human necessities, but they have an influence on our lives and affect the definition of those necessities at the same time. They are not isolated artifacts, but they rather belong to complex social relations. Very often, the need of incorporating technologies into educational processes has been equivocally considered, placing on the artifacts the expectations of improvement. But just as literacy must not be reduced to the plain decoding of characters, the use of technology in education must be regarded in the context of the social practices of concrete people. The purpose is to articulate technology to the everyday needs of groups and individuals so that they can appropriate it and make sense of it out of applications that are meaningful to them.

The inclusion of information and communication technologies (ICT) in youth and adult education initiatives: An alternative to be considered?

Internet access and the increasing development of portable devices at a lower cost allow to forecast an increasingly greater generalization concerning the use of digital technologies for various purposes. Within this context the author focuses on the government's concern for "digital inclusion" in many Latin American countries, and the proliferation of programs that aim to improve the accessibility of those technologies for poor and/or marginalized sectors. The author argues that new communication technologies may provide advantages for the marginalized population since they make possible the use of various languages besides written language (voice, sounds, static images, videos); they also imply the return to more collective and collaborative methods of knowledge construction. Digital technology is not useful in itself; its utility in favor of equality and social causes depends on how people appropriate it, and whether educators find or not the best way to foster such appropriation.

The time when youths and adults took over technology for life and work

The article presents the findings of a research carried out in two community centers of the National Institute for Adult Education (INEA) in Mexico. The results refer to the information and communication technology integration Model's implementation in youth and adult education, which was aimed at generating meaningful knowledge with the support of digital technology. The research was done with three groups of people in a state of educational lag that were not attending the community center, but among which a common interest was established

and worked with by using the technologies that had been set in the center: the rescue of traditions for the group of native women; the solution to the problem of food supply for another group, and the expression of their voice and demands for a group of teenage break dance fans.

**ICT: Opportunities for the
alphabetization of deaf youths
and adults**

The article refers to some results of the research-action project for alphabetization of deaf youths and teachers' training developed in Rosario, Argentina, whose purpose was to help a group of very low socioeconomic level hearing-impaired youths and adults overcome their reading and writing difficulties in Spanish. Some results of the project were the journal *Palabra de sordos* (Word of the deaf), of which two issues were produced, and the presentations *Miradas de sordos* (Looks of the deaf), consisting of photographs and calligrams. Some of the achievements of the project are that all participants improved their understanding of written Spanish, as well as their ability to express themselves through it; furthermore, 85% acquired skills that are necessary to understand complex academic texts, and six of them finished their secondary education in institutions for hearing adults.

**"More than computers": An
affinity space stemming from
technology**

The workshop "More than computers" is part of a research being developed by CREFAL concerning the use of technology for the development of literacy. It is being carried out with two groups of adults (mostly women) in two localities of Michoacan, Mexico: one of them rural and the other urban. Far from being a computing class, this workshop—which is not done in one place and with fixed equipment—constitutes an interaction space where knowledge is shared and the possible uses of technology are explored. Some activities that have taken place are Google searches to look at embroidery, see places, read poems, write cooking recipes, as well as opening Facebook accounts in order to be in contact with relatives and friends. Technology has worked as the generator of an affinity space where diverse learnings have been given and shared among the participants.

**From my chair: Reconstruction
of an activity through info-
graphical maps**

The author presents his experience as a participant in the Pedagogical Research Group of the Educational Research Department at the National Polytechnical Institute (Mexico). The group was integrated by Spanish,

History, Geography and Civic and Ethical Education teachers from public middle schools and high schools. The article reconstructs the process through which the author generated an info-graphical map in order to explain the war conflict in the Kashmir region. The article recovers both the process of information gathering for the elaboration of the map and how the problems related to the use of software were being solved until reaching an outcome in Power Point. The info-graphical map constitutes a useful tool for understanding geographic space not only in its physical dimension, but as place of multiple and complex interactions.

My school... a place for birds. The use of a blog in a classroom project

The article presents how a quotidian event that occurred in a school in Bogotá, Colombia (the find of a dead bird in the school's backyard) was used by the teachers, through the making of a blog, in order to bring about along with the students a series of actions related to information searching, reading, writing and graphical expression regarding the mistreatment of birds. It was an experience in which the use of technology served to create a collaborative space among students, teachers and parents, and where information about that issue was generated and spread. The blog also worked as a logbook for the subject and it allowed students to make sense of the work developed throughout the course. Through the blog it was possible to transcend the classroom's space within a subject of interest of the community as a whole, which gave rise to different flows of communication and coproduction of knowledge.

From classrooms to screens: Tracing the continuities of learning

Opposite to the belief that the use of Internet and the social networks is a kind of threat to scholastic knowledge, the article shows that continuities exist between the activities of schooled youths within the school realm and what they express and communicate through the social networks and other means of online communication. The presented results refer to a research of the ethnographic sort, and it was based on the analysis of different samples —compiled during a three-year period— from the written practices and identities of four members of a group of friends. The author points out that beyond the classroom youths perform a variety of reading and writing activities in which, furthermore, they “play” with concepts they work at school and appropriate them. In that sense, she asserts that some of the youths' online communication practices are in fact allies of school and education.

From the street to the classroom: a proposal for integrating youths' digital literacy practices into their education

Youths use on a daily basis - frequently for many hours every day - technologies that allow them to permanently keep in touch with their friends through the social networks, as well as to manage texts, images, videos, and participate in videogames. All these activities are carried out beyond school premises but they incorporate activities that are related to school, for example, the doing of homework. Besides, the mobility allowed by digital technologies makes it easy for youths to use those technologies on a daily basis, even within school premises. The article maintains that interaction with technologies implies new logics that we must take into account if profiting from those technologies for scholastic learning is intended: 1) new forms of interacting and participating; 2) more active and participative ways of using, consuming, producing and reediting contents; 3) new (more social) forms of learning, which are not tied to geographical barriers.

Beyond the alphabet. A conceptualization of writing as a social practice

Conceiving of writing as a social practice, that is to say, as indissolubly linked to the context and the group or individual that originated it, leads us to consider the current written and graphic expressions of youths as practices that aim at the goal of sharing ideas, beliefs and feelings with others. One of the currently identifiable phenomena regarding the communication between youths is the use (creation and/or editing through the use of software) of images (photos, videos, drawings) and sound-tracks. A lot of youths feel attracted toward those media because they open new and ampler opportunities of expression for them besides written texts. The author goes through various examples of these means of expression while analyzing the multiple abilities, dexterities and know-hows that youths put to use when they participate in those creations.

Traditional knowledge and technological learnings in a fishing community

Out of a research project at the Center for Advanced Research and Study (CINVESTAV-IPN) that was carried out in an ecologic preserve in Yucatán, Mexico, the author, interested on the social uses of reading and writing, discovers that a lobster fishermen's cooperative appropriated a new technology, the GPS, after the fieldwork developed by CINVESTAV's biologists (Mexico), who had got local people involved into data gathering for their research. The article shows the use that fishermen give to such device is intertwined with their experience so that it improves their working conditions (it facilitates locating the traps, saving time and fuel). It is an example of integration of high technology to

fishermen's traditional knowledge that has brought about, additionally, a better understanding of the context.

**Distance learning at the
CREFAL: a contribution to the
training of educators in Latin
America**

The Regional Cooperation Center for Adults' Education in Latin America and the Caribbean (CREFAL) has been developing since 2005 a distance learning offering that combines with the traditional attendance offering and complements it. CREFAL's distance learning model recovers the features that characterized the institution's educational tradition since its foundation: a frequent interaction among students, teachers and tutors; the connection between theory and practice, among others. In such manner CREFAL has provided a solution to the current training requirements in the field of youth and adults' education, starting from very diverse offerings that include courses, specialties, seminars and two master's degrees (in human rights education and public policy in education).

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**“El futuro no es
una página en blanco
es una fe
de erratas”**

Mario Benedetti, poeta uruguayo 1920-2009