

SESSION « MISCELLANEOUS »

• *Singular Feminine Stories: Breaking The Social Exclusion Cycle. Sociological Portraits Of Social Insertion Income' Beneficiaries And Their Social, Educational And Professional Inclusion Trajectories*

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In the context of social activation policies, the Portuguese welfare system launched a policy named Social Insertion Income in 2003, which universally grants the right to a minimum level of subsistence in exchange of its beneficiaries' insertion in several areas (namely employment, professional training and education). By focusing on the role of the education and training system in breaking the cycle of poverty and social exclusion, this communication aims to analyse the singular trajectories of women's social and professional inclusion. One aims to value the study of singularities in the Sociology field presenting, however, social and educational perspectives. One may state that the study of disadvantaged social groups school practices has been pinned by the reference to phenomena of failure and the reproduction of exclusion. However, ensuing the theoretical dialogue with Bourdieu (1997), Lahire (1995; 1998; 2002; 2005; 2006), Kellerhals & Montandon (1991) and Laurens (1992), one seeks to ponder upon contemporary societal pluri-socialization contexts, that allow for the incorporation of dissonant dispositional systems, which sociologically explain the existence of academic success cases in disfavoured social groups. Lahire has a critical reading of Bourdieu's work and proposes a programme of a sociology that reports to an individual level, without falling in historical-free approaches and un-socializing of the social world (2005). Under the light of the dispositions (Lahire, 2002) one aims to study the intra-individual variation of behaviours and attitudes, according to social contexts, considering their plurality and incorporated dispositions, depending on the exposure to different individuals and socializing frames, diachronic and synchronic variation of the biographical path and of crisis/tensions. In order to understand these socio-educational processes it is crucial: to evaluate the contradictive/heterogeneous character of socialization contexts and the set of dispositions that contribute to breaking the exclusion cycle; to understand socialization patterns of family configurations, to situate the successful return to the education/training system in the generational family trajectory (genealogical), as well as the causes of the prior school failure/dropout, and understanding the specific mechanisms of the feminine gender's role in the successful inclusion trajectories. The elaboration of sociological portraits – based upon Bernard Lahire's methodology, of eight women who are now socially and/or professionally included and another eight who have remained in an exclusion situation - contributes to understanding processes that allow women from comparable social background (age range, social and economical origins, educational path, professional trajectory, family path) to have different trajectories after being subjected to activation policies.

• *Five senses and a school context*

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I intend in this article talk about the school environment seen through the eyes of the student and not from the perspective of the objectives proposed by the education or the Pedagogical Political Plan. There's no pretense to minimize educational strategies or guidelines governing official documents to the best educational, but there are questions about the (s) sense (s) or strategies that these guidelines are provided in practice to one that is the largest interested in its full development: the question the student is the meaning that the student is in school, in the subjects in their daily lives? We must remember that children and adolescents today are born into a world «accelerated» and media, but the school has changed little. The significance and meaning beyond the motivation, if there is no meaning there is about this motivation and sense of meaning and context of schools that want to talk. I believe in methodologies that reflect on the development of strategies and methodologies that consider the geographical reality, social, economic and cultural space of each school and especially democratize this construction. Such as hearing, smell, taste, sight and touch are critical in connecting with the world around us, the school must be this driver meanings, so the motivation to do naturally.

• *Emotional capital development at primary school in pakistan: issues and challenges*

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Developing emotional capital among school children belongs to the new challenges of education to cope effectively with emotions and pressure at work and in the new and competitive economy and challenge also low GDP countries as Pakistan. A case study of emotional capital development program's effects has been set up and assessed on primary school children, in Pakistan in this research. The processes of economic development in western countries underlines the crucial importance of education; not only general and technical knowledge but more and more behavior skills are required. This better trained labour will support sustainable development. Low GDP countries are also exposed to such

challenges as responding to an expanding social demand of democratization of education at the same time. Especially, social competences, behavior or psycho-social skills or also called emotional competencies... are already a focus in education since the early age at school. Neither the emotions nor the problems associated with the emotions are new but the idea of emotional intelligence is comparatively new. The Emotional intelligence stress that the problem is not with emotionality but it lies that how it is dealt with. An emotional competency is a learned capability based on emotional intelligence. From the standpoint of emotional capital (Gendron, 2008), Pr Gendron looks the emotional competencies as resources, potentially contributing to cognitive, personal, social, and economical development of the person. From an experimental approach, the present research examines the effects of an EI-based intervention program to develop emotional capital among school children in Pakistan which participates to the new challenging skills for the future and sustainable development. The program was set up among young students of primary schools and an equivalent group of students of the same age was used as a control group. The results show that the program design has a significant effect as the children in the experimental group have significantly higher scores than the children in control group at post-program phase. The results of the study also show that the improvement and change brought by the EC program on post-test phase remain consistent and effective after two months up to the follow up phase. an extended research with a longer period of evaluation will be interesting to observe if the efficiency of the program of emotional capital remains the same allowing a potential education and human resource sustainability for a sufficient economy.

• *Group Awareness, Learning and Participation in Computer Supported Collaborative Learning (CSCL).*

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The aim of this study is to analyze the relationship between student participation in Computer-Supported Collaborative Learning (CSCL) and the effects on learning outcomes. In this context, we consider the line of research called Group Awareness (GA) to facilitate the processes of interaction between the teammates. Group Awareness Widgets (GAW) are tools based on the shared information displayed by the teammates throughout the course of collaboration. The theoretical results of this review show the need to determine how GA affects the facilitation of student interaction and the enhancement of the collaborative learning process. To this end we have reviewed the current state of a line of research called GA, a research line that aims to facilitate the communication and coordination processes in order to help increase the quality of work and collaboration environments in CSCL. Then we have briefly discussed the different conceptualizations of the GA focusing on the mechanisms used to support asynchronous GA in a CSCL Environment, and we then have addressed some of the key dimensions considered, among which we can distinguish behavioral-awareness or participation, cognitive awareness and social consciousness. The remainder of our work consists of analyzing the relationship between the GA, the students learning performance and their participation.

• *Group Awareness, Learning and Participation in Computer Supported Collaborative Learning (CSCL).*

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The purpose of this paper is to report on continuing longitudinal enquiries into multi-dimensional issues involving individuals with disabilities, their families and university education preparation programs in an increasingly globalized society. Much special education research focuses on 'best practices', verifying 'success' of specific techniques in remediating learning deficits in individuals with disabilities, with the goal of ultimately providing a greater change of independence and success as an adult. But few track the success of individuals with disabilities into their adult lives enquiring about their satisfaction with that education or from the perception of their families. Axiological questions abound about reality as perceived from the view of individuals with disabilities, their families and the reality of educational policies / practices. In order to address such questions, I have developed two original simple survey questionnaires which will be accessible online. The first is for adults with disabilities who are over the age of twenty one and completed schooling after 1976. Some of the issues this survey addresses are: the adequacy of transition plans; preparation for independence as an adult; continuing education, employment, support of the family, access to books in which the central character(s) had a disability, Social Security Disability supplement income, and health insurance. The other survey is for the family of adults with disabilities and addresses many of the same issues as the first survey and the following additional dimensions: provisions for the adult child in estate planning; the worry about what will happen to the adult child when the parents die; and parent education /training provided by the school system. Disabilities do not magically disappear when the individual leaves school or at the end of her twenty first year, but special education services cease. Other accompanying questions addressed in this paper are: How might the university positively impact the issue of social justice for individuals with disabilities and lessen the political violence that may be inherent in systems of education, specifically through teacher and administrator preparation programs? Who bears the responsibility to teach values and morals in the United States? Is it possible to train others to develop empathy through a greater understanding of the needs and emotions of families of children with disabilities? This paper presents information about a graduate course internship / study which I designed. The participants of this study are postgraduate students, and families of children with disabilities. The focus of the internship is to encourage empathy in graduate students for families and individuals with disabilities.

Results indicate the internship fosters a positive and collegial relationship between the families of individuals with disabilities and graduate students who seek to become school administrators. These entwining studies reveal multi-dimensional information about the complexity of living with a disability. The individual with disabilities and her family experience life from a very different perspective than that of the school. For families, education is about the child's quality of life not just what happens that specific school year or course grades or goals and objectives/benchmarks on the IEP. If school personnel have greater empathy, then the dialogue between the family and the school might be focused more on the needs of the whole child and family. Thus it is extremely important to discover how well the school prepares individuals with disabilities to succeed in life and have access to autonomy. This is not measured just by quantitative indicators such as test scores, but also by qualitative methods such as internships, surveys, conversations and policy analysis. The basis of good educational policies resides in understanding ourselves as well others. These studies provide a vehicle for educators to develop and increase empathy.