

Research Article

Educational Training: A Genuinely Historical Concept and a Disciplinary Field Under Construction

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Abstract

Concepts have a polysemic nature, meaning that they are interpreted in different ways, depending on disciplinary fields and diverse elements such as intentions, historical periods, rationalities, life stories, cosmogonies, prejudices, ideologies, among other aspects. In this case, the concept of educational training is not the exception. Therefore, it becomes necessary to build its history and identify the meanings embedded in it by the authors who study it. This will allow to avoid the reduction and restriction of its meaning. The purpose of the present work is to reflect on the concept of educational training with the intention of showing both its polysemic nature and the implications it has with the people who interpret it. It has been prepared considering the results obtained from the research "Educational Training, a concept vitalized by Gadamer" and "The notions of training in researchers", which are based on the statements and privileged axes of analysis of the states of knowledge of the Mexican educational research and recent findings. The work is theoretical, and descriptive analysis is privileged, the approach is interpretive, and it is aimed at identifying the similarities and differences of a set of training notions. It is also based on assessing the degree of involvement between the person as its being trained and the person as it elaborates notions about its own training. Among the results obtained are the following: the concept of educational training is historical because it has been interpreted within different historical periods, disciplinary fields, research perspectives and life history of the people who study it. Also, the notions of educational training developed are characterized by the involvement that the person has when living it and conceptualizing it. The work concludes by stating that the construction of the history of the concept of training is under construction by people interested in the subject. The contributions made through the notions are the references to identify the evolution of the concept and the efforts to enable its original meaning and avoid the reduction and restriction of its meaning by evoking the instrumental meaning.

Keywords

Educational Training, Philosophical Notions, Historicity of Concepts

1. Introduction

With the purpose of showing that knowledge is determined by the influence and reception of history, the aim of this work is to present a set of notions of educational training and reflect that its historical paths are uncertain and inconclusive, be-

cause the people who generates such notions, can build new knowledge about the concept of educational training, and about themselves depending on the situational moment in their lives.

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To achieve the purposes mentioned before, the following questions to be discussed: What is being understood by the term notion? What are the notions to be presented? Who has constructed them? What similarities and differences between notions developed by? What is their conceptual and historical value? What implications exist between the notions and the people who generated them? And what are the difficulties faced by researchers in generating notions of training?

The work has been developed considering a double reference. The first reference are the conclusions of the doctoral research entitled "The notions of educational training in researchers of the Higher Institute of Educational Science of the State of Mexico's researchers (HIESSM). The second reference for this work is the progress made in the research "The notion of training in Ernst Bloch". This work is structured in the following sections: first, I explain what the term notion means; second, I present a short literature review on the concept of educational training; third, I present the notions of the concept of training for reflection; fourth, I identify the elements that determine its conceptual value from other notions of training; fifth, I reflect on the implications between the notions of training and the people who generated them; sixth, I describe the difficulties faced in the generation of new notions.

2. Meaning of the Term Notion

The main idea of this work is that notions of educational training that are the subject of reflection in this text are temporary constructions that express, on the one hand, the points of view, critical positions, perceptions, ideals, utopias, the future and hopes about the concept of training, and, on the other, the academic, professional, work, academic and training histories of the people who generated them.

The fact of being immersed in a cultural environment transmitted and reproduced by tradition [1] is not decisive to express that the content of the notions in question are subject to the particularities of present societies, and to the scientific and/or research community that legitimizes its conceptual value within the specific disciplinary field where such notions are built.

On the contrary, thanks to tradition, the contributions on the concept have been transmitted to other historical periods, allowing the evolution of the notions, and also the decline of those elements tending to reduce and restrict its meaning.

The Hegelian thesis that it is not possible to demand or expect more than what the notions generated about some concept can offer, is still valid today as long as the judgments contained in these are characterized by being the result of experience and certainty.

Regardless of accepting the two Hegelian theses about the notion concept, we must also recognize that the ideas outlined by the people who generated them have a history, which must be traced and narrated by scholars. This will allow to understand that the theoretical, methodological, epistemological

foundations and ontological principles that support them are closely related to the horizons of knowledge studied and gained by the authors and to the training experiences achieved in their own lives.

In short, in the research developed, the notions of educational training are temporary constructions that express a sense of complexity of the historical dialectical nature of the concept of educational training and the people that generate such concepts. Its construction is neither casual nor arbitrary [16].

Each of the ideas contained in the structures of the notions are evidence, indicators, signs, vestiges of the authors' self-presentation, although they fail to recognize it, and that their uncertain and unfinished future, more than an interpretive weakness, is a hermeneutic condition that requires putting into play one's own training paths achieved in the profession and in life itself, to outline eminently ethical judgments about a concept to which they are subject.

Therefore, I conclude that the notions of formation are the results of the authors' own struggle to account for their own existence and of the progress achieved by interpreting the world and themselves.

3. Context

The following section presents the contributions found in the literature review, as well as those proposed through the research carried out and referenced in the following sections.

The state of knowledge regarding educational research in the area "teachers and educational professionals' training", specifically in the subarea "educational training concept", is the first reference chosen to identify the contributions made.

The Mexican Council for Educational Research (the Spanish acronym is COMIE), is the educational organization responsible for coordinating the four experiences achieved to build the teachers and educational training state of knowledge in Mexico. The periods reviewed are: 1982-1991, 1992-2001, 2002-2011, 2012-2021.

The results obtained on the training concept literature review are the following:

First period: it concludes with the need to debate the concept of training due to the absence of localized jobs [19].

Second period: the concept of training is studied from the ontic dimension. Its study is urgently needed from the ontological dimension [20].

Third period: training is studied from the following axes of analysis: Philosophical-educative treatment, from humanistic categories, practice, the perspective of the intellectual teacher, and the centrality of the subject and adjacent notions [21].

Fourth period: the reduction and restriction of meaning of the concept of training is problematized and it is stated that the original meaning of culture is displaced to the instrumental meaning focused on the duty-to-be and duty-to-do [22].

In relation to the second aspect, the concept of training became an object of study in 1991 and, for more than 15 years, it has been

linked to other concepts, especially that of educational researcher.

The objectives achieved in the research are described below: "Training, a concept vitalized by Gadamer" [17] and "Notions of training in researchers." [18]

Understanding the concept of training from Gadamerian philosophical hermeneutics was the objective of the first investigation. To achieve this, a categorical system was built to analyze its importance through the concepts: self-concern, experience, and play. Factors that reduce and restrict its meaning were also identified. The concepts chosen are: self-alienation, social pressure from the administration and social pressure from information [18].

In the second investigation, the notions of educational training developed by a group of educational researchers assigned to the Higher Institute of Educational Sciences of the State of Mexico (HIESSM) were identified and analyzed. Priority was given to research, dissemination, the doctoral studies they carried out and the training of researchers in and for research [18].

4. Educational Training Notions

The educational training notions developed by the researchers on the present text are the following:

1. Breakage of what you are, think and how you explain things
2. Deployment of thinking capacities to confront, debate
3. Intellectual possibility of the subject that evolves
4. Search for the future in a much more profound, radical, essential way: the root of the future
5. Possibility of positioning oneself as a seeker of differences
6. Process of growth through advances
7. Continuous process maintained throughout life for its consolidation
8. Human, historical process, life process
9. Ability to share, know, present ideas to others without fear
10. Process that occurs through the encounter with myself, through the encounter with others
11. Possibility of establishing relationships that lead to mutual understanding of yourself and the other
12. Horizon towards subjectivity
13. Possibility of existing

The ten people who generated the educational training notions are part of the academic staff working at the headquarters of the Higher Institute of Educational Sciences of the State of Mexico (HIESSM), the highest house of studies of the educational subsystem located in the City of Toluca, Mexico. In addition to have worked for more than eight years at the postgraduate institution performing research, teaching, and dissemination functions, some of them were about to finish their doctoral studies or already had a degree at this educational level.

The work of research is another distinguishing feature of the authors. With the exception of two that study educational training,

the others study diverse types of concepts, categories, themes, axes of analysis and educational problems. Due to the cultural capitals obtained through the research developed such as: the institutionalized (focused on academic titles), the objectified (based on publications) and the symbolic (for positions of power and intellectual recognition) and, above all, since the constructed knowledge has been included in the field of research and, in turn, has been affected by it [2] the authors are recognized as agents of educational research in the State of Mexico.

Another important aspect to clarify about the researchers is the following: of a total of eleven people in the staff, only ten agreed to participate as main informants in the doctoral research. Regarding the interviews, they were limited exclusively to one session, the duration was determined by the researchers' narrative with an average of an hour and a half. It took place in one of the HIESSM classrooms. Only one researcher requested to know in advance the guide of questions to be asked during the interview.

The Semi-structured Biographical Interview Guide focuses on six aspects: 1) personal details, 2) employment situation at HIESSM, 3) professional experience (in research and in research communities), 4) personal position on the topics: being a researcher, training processes achieved through research and training scenarios, 5) training devices (provided by the researcher, the institution and colleagues and those offered to students, 6) recommendations to other researchers.

With respect to the notions of educational training, the question that generated such notions was received with surprise as the conversation focused on what it means to be a researcher as well as the obstacles, difficulties and problems faced in developing this professional task.

Generating a notion of training represented a challenge and an interesting and important intellectual abstraction exercise because the researchers not only remembered and narrated some of the research, work, academic, professional and training experiences they had, but also because these were interwoven with the cultivated cultural capitals and the theoretical references studied by them.

The temporal constructions generated allude to a genuinely historical concept and, at the same time, to the ways of self-presentation of researchers as training subjects. As the section closes, educational training is entangled in the existence of the researcher, at the same time the researcher influences the notions of educational training in a co-constitutive process.

5. Similarities and Differences Between the Notions

In order to identify the similarities and differences in the notions of training, they were classified into three groups. Such classification is fundamentally due to the intentions, senses and meanings defined by the authors about some specific aspect of the task of educational training. As I mentioned before, historical support is determined, among others, by life

history, training experiences and by the act of assuming a committed position.

The names of the three groups of notions are: Construction of existence, Breakdown of being, knowing and doing and Demand to find the difference. The names of the groups have been extracted from the narrative structure of the notions.

They are important because they have not been found in the reviewed bibliographic sources, due to the ingenious and creative nature of the authors, but above all because of the sagacity and audacity of revealing the very events of training and the way in which they relate to the notions of educational formation.

Table 1. Similarities and differences between educational formation notions.

Educational formation notions	Construction of existence	Break down of being, knowing and doing	Demand to find the difference
Training field	In and for research In and for life	Educational Pedagogical	Educational philosophy
Historicity	Educational training experiences	Cognitive, professional, and personal	History of the concept
Elements	Fidelity to desire	Individual and collective work Liberty for action Media chosen and offered Commitment Knowledge Imagination Conscience	Intellectual possibility
	Responsibility		Historicity
	Intellectual, social and emotional maturity		Search for the future
	Hope		Finding the difference-integration
	Utopias		Autonomy and heteronomy
	Practical knowledge		
	Learning		
Condition	Being able to be and being able to do		
Principles	Humanistic		

Source: Educational formation notions developed by the researchers of the HIESSM

Based on the content of Table 1, I will outline a few points: the first group “Construction of existence” groups more than 50% of the notions. It differs from other groups by focusing on three areas: the field of training in and for research, the utopia of hope and the field of training in and for life. Experience occupies a relevant place in educational training due to the condition in which it has been lived and, therefore, when what has been experienced is thought about and reflected on, it makes the utopia of hope one of the multiple components of human consciousness.

The elements that give meaning to these notions are, among others, fidelity to desire, responsibility, coherence, intellectual, social and emotional maturity, practical knowledge, learning, otherness, the symbolic, belonging to groups, family, feelings, traditions, linguistic habits, prejudices and needs.

The second group: “Breakdown of being, knowing and doing”, groups 30% of the total notions. It privileges the effects of training on the knowledge acquired and learned in the paths of formal education. Even though it is rooted in educational practice, it also recovers the professional and personal dimension. The elements used for its construction are, among others: individual and collective work, freedom of action, the means chosen and offered, commitment, knowledge, imagination, and conscience.

The third group: “Demand to find the difference”, groups the smallest number of notions. They are characterized by pondering the field of philosophy and, with it, the arguments of the most important thinkers of classical, modern, and contemporary philosophy. Hermeneutics, conceptual networks, and the history of the concept have a central role in this type of notions. The elements they cover are, among others, intellectual possibility, historicity, becoming, future, difference, and integration, autonomy, and heteronomy.

6. Conceptual Values of Notions

To understand the importance and conceptual significance of the training notions generated by HIESSM researchers, it is necessary to identify the highlighted elements and, at the same time, discover the similarities and differences that exist within different notions. To achieve these purposes, I present below two groups of notions about the concept of educational training.

Some of the notions developed by the researchers and categorized within the first group are: “Individual work, freely imagined and desired based on the devices that others and oneself provide”, “Transmission (or acquisition) of

knowledge linked to the properly human dimensions of life and provided of an internal hierarchy, which is carried out with the necessary effort, in such a way that it encourages a free personal position, which can be the beginning, without violence of something original, so that human plenitude is achieved", "Individual development process to acquire or perfect abilities", "To be transformed by contact with reality, and in the course of training become capable of managing one's training", "Dynamics of personal development that consist of learning, making discoveries, find people, develop at the same time their reasoning abilities, richness of images of the world, discover their own abilities", "Evolutionary function based on processes, differentiation and significant activation derived from reflection", "Fundamental orientation of the human being (intellect, will and feelings) towards the totality of being" and "Possibility of existence".

On the other hand, some notions categorized in the second group are the following: "Capacity culture and freedom acts of the subject", "Process by which culture is acquired", "Ability to think what others and oneself think", "To strengthen the forces where one perceives weak points and not leaving them in the hands of other people and institutions", "Reconciling with oneself in a second nature: culture", "Internal way of perceiving that comes from the knowledge of spiritual and ethical life", "Soul's embellishment", "Recognizing the signs of language" and "Taking risks in a passion".

I consider appropriate to point out that the notions of formation of the first group have been elaborated by some scholars on the subject, among them are Ferry [3, 4], Honoré [5], Ibáñez [6], Imbernon [7] and Fritz [8]. The second are generated by philosophers such as Hegel [9], Gadamer [10, 11], Herder [12], Humboldt [13] and Horkheimer [14, 15].

After analyzing the notions, I conclude the following: with respect to those generated by the HIESSM researchers, they move away from the models of must-be and must-do. They ponder the sense of access to a second nature through the power-to-be and power-to-do that lies in educational training. They highlight the humanistic sense and the condition of historicity. Likewise, they are implicitly linked to the ideas of teaching, learning and personal competence, to the well-being and perfection of the human species, as well as to the values, traditions, and ideology of historical periods and to the concern for relating it with concepts such as culture, curriculum, research, values, politics, among others. They are also linked to the approaches, trends, paradigms, and visions of education models without reducing them to some of the issues above-mentioned.

The narrative structures of the notions have not been found in the bibliographic sources reviewed, they are ingenious, creative, and daring, they reveal the mystery of the occurrence of educational training and express that it is not only thought, but also lived.

By contrasting them with the notions generated by scholars of the subject and by philosophers, I affirm that there are more similarities than differences. They are similar in the task of

interpreting a difficult concept but relevant to understanding human nature and the future of humanity. On the other hand, they differ not so much in the content, but in the narrative resources used: linguistic habits, research experiences, codes of communication, and term associations.

I do not hesitate to affirm that the expressions used by HIESSM researchers can become structural principles of training in the future, just as has happened with the proposals of philosophers, poets, and pedagogues from historical periods prior to our time. Their notions crossed the barrier of time and became epistemological authorities and classics of education.

To the extent that training and self-training become a topic of reflection, new elements will be incorporated, and some will be replaced by others that are more pertinent according to the meaning and intentionality of what is meant. Such situation forces us to consider the principle established by Honoré [5] when declaring the following: 1. Formation is in action; 2. It remains to be known and, consequently, to be built; 3. It has to be thought by those who live and study it from all areas and dimensions; 4. It is by making it an object of scientific and non-scientific thought that we can find its foundations and in this way ensure favorable conditions for its future.

Accepting the Hegelian thesis that formation is a genuinely historical concept [9], implies, on the one hand, accepting culture as an original meaning and, on the other, admitting that the condition of being able to be and able to do depends exclusively on who is trained. In this case, the notions of training recover both approaches independently of the terms chosen to express, rather than the points of view, the critical attitude towards the concept and towards the training experiences achieved to have self-certainty.

Implicitly, the notions are rooted in the humanist principle and dimensions, that is, they aspire to develop cultural nature in the human being through the possession of specialized knowledge and authentic promotion of the universal spirit, the formation of judgment through science, art, practical and moral life and the exercise of individual and social values.

Through the notions of educational training, researchers propose the following role of the human being in relation to the concept and in relation to their own training processes. In the notion of training as a rupture of being, knowing and doing, the confrontation between what one thinks and believes and learning by doing is proposed. Therefore, educational training becomes a possibility of constructing existence.

The three ways of placing the human being in educational formation regarding certain areas and dimensions of the field of normativity, are part of its life condition. Therefore, they are not differences, but clarifications that lead us to think about the simultaneous play of these in human acts.

7. Implications Between Notions and Educational Researchers

Training is the condition that characterizes the researcher's

ways of being as well as the transformations suffered in professional praxis. Therefore, it was pleasant to hear from the authors the changes and conversions experienced when training not only in the tasks of research, but also when being in contact with academic groups and communities and epistemological and deontological authorities, in their activities as professors, researchers, parents, among others.

Generally, their narratives revolve around social values such as tolerance, patience, respect, trust, temperance, conviction, disposition, prudence, taste, participation, ability to listen, argumentation, criticism, risk of undertaking an intellectual adventure, management, etc. which have displaced negative attitudes such as intolerance, impatience, lack of respect, lack of trust, among others.

Through training, as they affirm, they managed to learn to observe, reduce and even control the arbitrariness of language, prejudices, customs, vices, the search for absolute certainties, prophecy, illusions, sublimations, narcissisms, destructive stubbornness, in short, the animal instincts that characterize the first nature. Above all, they learn to distance themselves from these particular elements.

Such conclusions are based on the signs of formation that the authors themselves have discovered in the different stages of their lives, in the documents prepared by them when expressing the findings, progress and results of the research carried out, the ways of co-acting and co-existing inside and outside the institution and have a critical position towards reality and towards themselves.

Training is a serious, gradual, systematic, and progressive activity, characterized by construction and dialogue. The author is interested in doing his job better every day, influencing and producing changes in the fields of knowledge and, at the same time, being affected by it in a co-constitutive relationship.

Except for one of the authors, all of them agree in pointing out that the idea of becoming researchers was not included in their life plans. However, through everyday activities to expand the horizons of knowledge they become promoters and managers of cultural capital in the communities where they reside by building senses and meanings on thematic fields; identifying, cultivating and appropriating institutionalized, objectified and symbolic cultural capital; opening new lines of study; becoming school creators based on the results of the research carried out; participating and influencing intellectual communities as well as training human resources in and for research.

Training has made researchers conceive themselves as historical subjects and as subjects of training. Such a situation is manifested, among others, by the ability to doubt and ask, the need to construct meanings without time limits, the temperance to recognize fallibility of its own interpretations, the intentions of privileging intellectual modesty, of being open to the world and otherness, the possibility of thinking as many times as necessary about the interpretations constructed from the clues discovered, and of learning to listen to others and oneself, as well as the interest in taking care of oneself, knowing oneself and providing for oneself and the ability to

recognize that one is not always right and to remain silent when the situation requires it. Although limits exist in the profession, they are also aware that the effort to overcome them depends exclusively on themselves.

Researchers are aware that in educational training, what is at stake is themselves through understanding, interpretation, and application. Hence, the constructions made on the notions of training, in addition to being a product of their subjectivity and crossed by *Im Gespräch*, are also qualified by thought. Therefore, the notions of training constructed, and the training paths achieved through research are part of their biography and constitute a personal portrait constructed in a situational moment.

8. Conclusions

Once again it is confirmed that training is a genuinely historical concept and that it is a disciplinary field under construction by becoming an object of study for people interested in the subject.

In relation to the notions of educational training described in the work and that have been elaborated on the one hand, by classic authors of philosophy and pedagogy, and on the other, by educational researchers who train in and for research, we can conclude that the difference lies in the terminology used.

Also based on their similarities, we can conclude the following about all notions reviewed:

1. They show a series of cultural, historical and elements of training experiences.
2. They are the result of their educational training experiences.
3. They are characterized by not reducing the concept of educational training to acts of transmission of information or restricting it to activities within the classroom.
4. Its conceptual and theoretical references go beyond the principles of pedagogy.
5. The principle of historicity is present.
6. They lack ideological meaning.
7. Its construction does not start from a void, it depends on history.
8. The notions are developed from the educational training processes experienced by the people who study it.
9. Most of the people who study it are unaware and have not constructed the history of the concept of training.
10. Scholars on the subject assume a critical position on the training experiences lived, as well as the people with whom they co-act and co-exist.

Abbreviations

ISCEEM: Abbreviation in Spanish for Instituto Superior de Ciencias de la Educación del Estado de México

Author Contributions

Dra. María Dolores García Perea is the sole author. The author read and approved the final manuscript.

Conflicts of Interest

The author declares no conflicts of interest.

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