

Geneva, 7-10 September 2011  
**ESA 10th Conference**  
Social Relations in Turbulent Times

# Abstract Book



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**UNIVERSITÉ  
DE GENÈVE**

FACULTÉ DES SCIENCES  
ÉCONOMIQUES ET SOCIALES  
Département de sociologie



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European Sociological Association (ESA)  
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students and 300 teachers, in 12 secondary schools spread throughout the country. The main focus of this analysis will be given to the way secondary students use computer and internet as tools not only for their personal and social life, but how they are incorporating them in their work and study strategies, at school and at home.

### **PRESENTATION OF THE RESEARCH PROJECT: DEVELOPMENT OF RELATIONAL COMPETENCE AND MANAGEMENT CLASSROOM IN CONTEXTS OF SUPERVISION - THE CONTRIBUTION OF TEACHER EDUCATION**

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*Abstract:* The international and national literature has shown the importance of organization and management of the classroom to prevent disruptive behaviors, crossing this problem with teacher education. In this sense, the aims of this study are: (i) understand the representations of the student teachers about disruptive behaviors and the pedagogical relationship; (ii) understand the representations of the student teachers about the relational competence and classroom management; (iii) understand the impact of a collaborative and training process, in the development of relational competence and classroom management toward the construction of a preventive attitude face to disruptive behaviors and; (iv) understand the supervision processes involved in the student teachers training.

*Methods:* The research focuses on a process of supervision and training with characteristics of action research based on the assumptions of clinical supervision/collaborative. The investigational focus is characterized as a Case Study Holistic, centered on a group of 18 student teachers who formed six groups of three elements, in each group was assumed as a case. The research is divided in five stages: Stage 1 - Negotiation (September 2009); Stage 2 - Diagnosis (October / November 2009) - a questionnaire composed of open questions; Stage 3 - Action planning and development (December 2009 to May 2010) - use of reflective texts, individually and in groups, field notes and questionnaires of closed questions (adapted from Amado & Freire, 2009) applied cyclically, minutes of the reflection meetings, classroom observation grilles, registers critical incidents and audio recordings; Stage 4 - Evaluation / reflection;

Step 5 - Follow-up Meeting (May 2011) - Semi-structured interviews. Throughout the process, and by 2014 will be conducted the analysis, data interpretation and theoretical research and production of the text that will lead to the doctoral thesis.

*References:* [1] Amado, J. & Freire, I. (2009). *A(s) Indisciplinas na Escola - Compreender para Prevenir*. Coimbra: Almedina. [2] Tauber, Robert T. (2007). *Classroom Management: Sound Theory & Effective Practice*. Westport: Praeger Publishers.

### **HOW MANY SCHOOLS FIT IN EUROPE? EDUCATIONAL SYSTEMS PROFILES AND SCHOOLING PATTERNS**

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*Abstract:* The current proposal identifies, from the perspective of a macro-structural analysis, the main educational systems profiles, relating them with educational patterns and with socioeducational dynamics in the European space, and, in a comparative way, characterizes some conditions that shape the schooling paths of enrolled individuals in different education systems. For the construction of the profiles (and their classification) the research has taken into account the dominant characteristics of education systems of the European Union, namely the various institutional morphologies, the weight of enrolled by type of teaching institution and by educational sector, their social origins and the financing of these systems and students.

This study (concerning my PhD), of which I now intend to present some results, is based on an extensive methodology, more specifically on the handling of statistics from several sources, those harmonized, compatible and disseminated by international agencies, as well as those produced by international collaborative studies (in particular by the joint implementation of national surveys). Towards the identification of a typology of educational systems, we proceeded to a cluster analysis, having identified distinct and sociologically interpretable educational profiles, using its projection on topological spaces constructed previously (obtained through the multiple correspondence analyses). These results relate not only to an effort of classification of the educational systems of the European Union, taking into account the dimensions of analysis described above, but also to the several types identified with the main achievements from the point view of the qualifications of the population (presenting also a typology of schooling patterns). As its points of reference it took socio-educational and politico-institutional indicators, problematised by reference to national and supranational units of analysis.