



# The Didactic Contract in Times of Accreditation

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## To cite this article:

Walter Arnaldo Cordoba, Maria Fernanda Vazquez, Ricardo German Rincon. The Didactic Contract in Times of Accreditation. *Higher Education Research*. Vol. 6, No. 6, 2021, pp. 185-190. doi: 10.11648/j.her.20210606.16

**Received:** June 16, 2021; **Accepted:** July 12, 2021; **Published:** December 7, 2021

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**Abstract:** Faced with the institutional challenge posed by the instance of accreditation of a career in the Argentine university system, the pedagogical proposals formulated by the teaching teams take on special relevance. These explain how each teaching team intends to develop the curriculum in its methodological, content and evaluation aspects. For their part, higher-level educational institutions express, deploy, their Study Plans through the Chair Projects developed by the teaching teams. In this sense, they must develop actions aimed at training the members of their teaching teams in educational research, planning and evaluation. The Projects must also express all the missions of the university (teaching, research and extension) and constitute the basic agreement on which the academic activity revolves. The projects become a powerful tool to plan and control the adequacy of academic processes to the quality standards established by the accrediting agencies. For the students, the didactic proposals are constituted in the didactic contracts of each chair, to which they must adjust their tasks throughout the academic periods involved.

**Keywords:** Accreditation, Chair Teams, Curriculum, Lecture Project, Didactic Contract

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## 1. Introduction

The accreditation process for university careers began in Argentina with the approval of the Higher Education Law 24,521 in 1995.<sup>1</sup> The law organized the subsystem of higher education in the country and established a distinction in its articles 42<sup>2</sup> y 43<sup>3</sup> regarding of the degrees that the institutions

grant [10]. It was determined that the careers incorporated into the regime of this last article, should be evaluated in terms of their quality in a double instance that combines the self-evaluation with the judgment of external peer reviewers formed by experts<sup>4</sup>. This process was called accreditation<sup>5</sup> and

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1 ARTICLE 1 - The universities and university institutes, state or private authorized and the institutes of higher education of national, provincial jurisdiction or of the Autonomous City of Buenos Aires, of state or private management, are included within the present law, all of which form part of the National Educational System, regulated by Law 26,206 —National Education Law—.

The national State, the provinces and the Autonomous City of Buenos Aires have the main and non-delegable responsibility for higher education, as education and knowledge are a public good and a personal and social human right within the framework of what is established by law 26.206.

2 ARTICLE 42. - Officially recognized degrees will certify the academic training received and will enable the respective professional practice throughout the national territory, without prejudice to the police power over the professions that correspond to the provinces. The knowledge and skills that such degrees certify, as well as the activities for which their holders have competence, will be established and made known by the university institutions, and the respective study plans must respect the minimum workload established by the Ministry of Education. Culture and Education, in agreement with the Council of Universities.

3 ARTICLE 43. - In the case of titles corresponding to professions regulated by the State, the exercise of which could compromise the public interest, directly jeopardizing the health, safety, rights, assets or training of the inhabitants, it will be required that, in addition to the hourly load referred to in the previous article, the following requirements are respected:

a) The study plans must take into account the basic curricular contents and the criteria on intensity of practical training established by the Ministry of Culture and Education, in agreement with the Council of Universities:

b) The respective careers must be periodically accredited by the National Commission for University Evaluation and Accreditation or by duly recognized private entities constituted for that purpose.

The Ministry of Culture and Education will determine with restrictive criteria, in agreement with the Council of Universities, the list of such titles, as well as the professional activities reserved exclusively for them.

4 ARTICLE 44. - The university institutions must ensure the functioning of internal instances of institutional evaluation, which will have the purpose of analyzing the achievements and difficulties in the fulfillment of their functions, as well as suggesting measures for their improvement. Self-evaluations will be complemented by external evaluations. which will be done at least every six (6) years, within the framework of the objectives defined by each institution.

They will cover the functions of teaching, research and extension, and in the case

the same law creates the public agency in charge of carrying out this task<sup>6</sup> [9], notwithstanding that the private initiative could raise another accreditation agency.<sup>7</sup>

Now, the Universities, University Institutes and Faculties that dictate the career of advocacy in the Argentine Republic, through Resolution 3401/2017 of the Ministry of Education of the Nation, have been summoned to the accreditation process that will be operationalized by the aforementioned agency, National Commission for University Evaluation and Accreditation (CONEAU). In this mentioned process, different institutional arrangements and configurations will be evaluated, focusing on the "Plan of Studies" and its mechanisms of concretion.

It must be borne in mind that, apart from the fact that the law grants universities a triple mission<sup>8</sup> [14], these institutions are the apex of the formal education system, so education should be highlighted as the main activity that takes place within these organizations.

## 2. The Problem

The curriculum of a career is embodied, in particular, through the "chair projects". These productions are also called "programs, plans or pedagogical proposals" according to the greater or lesser degree of pedagogical refinement with which the academic management teams of the universities operate.

We affirm that It is in the realization of the Chair project that the didactic contract is defined, since it is in said document that the foundations, objectives, contents, didactic forecasts and evaluation mechanisms and instruments that will be developed in the classroom processes are explained. In this way the terms of the didactic contract that guide relations between the chair, the students and the institution are established, forming a triad of institutional actors, protagonists of the teaching and learning processes.<sup>9</sup> Thus, in the "Didactic Contract" materialized through the chair project, certain benefits are finalized for the parties involved, they are:

- 1) Teachers integrated into the teaching teams

- 2) The students
- 3) The institutions

The Didactic Contract & the Teaching Teams

A good design and planning of the chair project allows to strengthen the chair teams [13], because it allows them to:

- 1) Carry out a responsible and organized work of curriculum development;
- 2) Generate institutional symbolic spaces for exchange and collaborative work among teachers;
- 3) Facilitate pedagogical exchanges with the students;
- 4) Establish monitoring processes and adjustments in the dictation of the curricular units;
- 5) Avoid any kind of improvisation.

### 2.1. The Didactic Contract and the Students

There are many benefits for students the explicitness of this contract, including that it allows them:

- 1) To know the ideological positioning of the Teaching Team, and in this way choose the Team with those the students will want to take their classes with;
- 2) To properly organize their study time;
- 3) To plan their academic activities;
- 4) To get the bibliography requested;
- 5) To have a "guarantee" document<sup>10</sup> to be clear about their academic obligations

### 2.2. The Didactic Contract and the Institution

The teaching is developed in an institutional context, therefore it is relevant for the Faculty, University and Institute to have these Chair Projects because they allow the Institution to:

- 1) establish agreements for the organization and sequencing of the contents;
- 2) document the didactic memory of the institution;
- 3) perform monitoring on the concretion of the curricular design;
- 4) make decisions

### 2.3. Characterization of the Didactic Contract

"Teaching is understood as the social practice of cultural transmission to favor the insertion of subjects in cultures. To teach is to transmit knowledge, social practices, norms, languages and generate learning situations for its construction and reconstruction. Knowledge is produced but ways of linking with knowledge, aspects that are only learned in relation to others"<sup>11</sup>.

- 1) Teaching is an intentional activity: it has purposes and it is necessary to ensure its fulfillment;
- 2) Teaching takes place in situations of restriction (of time, of resources). Planning allows balancing intentions and

of national university institutions, also institutional management. The external evaluations will be in charge of the National Commission for University Evaluation and Accreditation or of private entities constituted for that purpose, as provided in article 45, in both cases with the participation of academic peers of recognized competence. Recommendations for institutional improvement arising from the evaluations will be public.

5 The term accreditation also has other uses in the theory of evaluation. Cf. Rincón, Ricardo Germán El problema de evaluar los aprendizajes en la universidad. Revista Diagonal al Este N° 7 [https://issuu.com/ude-laplata/docs/n7\\_f59-61](https://issuu.com/ude-laplata/docs/n7_f59-61).

6 The agency is called CONEAU: National Commission for University Evaluation and Accreditation and its basic characteristics are found in arts. 46 and 47 of the Law of Higher Education.

7 Circumstance that, 24 years after the enactment of the law has not yet been verified.

8 Since the 1918 University Reform in Argentina, the TEACHING, RESEARCH and EXTENSION missions have been assigned to university institutions.

9 We, the authors, adhere to the vision that there are teaching processes and learning processes. The former are the direct responsibility of the teaching and mediate teams of the academic management teams and their support staff (cabinet teams, university pedagogy departments, etc.).

10 STEIMAN, Jorge in "Más didáctica (en la educación superior)" Buenos Aires. Miño y Dávila Editores" 2008 expands the idea that the didactic contract becomes a guarantee for students by limiting the discretion and arbitrariness of teaching teams.

11 Cf. D.G.C.E. Marco General de la Política Curricular (General Framework of Curriculum Policy).

restrictions [12];

- 3) Teaching takes place in complex contexts, which implies considering multiplicity of intervening variables [1];
- 4) Although it is impossible to foresee what will happen to each of the variables, the greater the forecast, the greater the capacity to deal with other unforeseen events and reduce the uncertainty through the prior consideration of any of its variables.

Teaching, because it is an intentional activity, developed in situations of restriction and in complex contexts, requires planning.

Teaching is a task too important in its social, cultural and human dimensions to opt for simple adventure or rely too much on the expertise of a teacher." As an intentional action, committed to cultural transmission purposes, aimed at specific subjects in training, the achievement of learning results, the teaching can not be improvised, however creative and experienced the teacher is, it is necessary that he pre-program the development of the actions. "Planning always implies a certain dose of prediction. Not in a prophetic way but as a working hypothesis that allows to guide the teaching.

1. Planning is part of teaching. Teaching is not only reduced to its visible and mechanical aspects, teaching is also thinking and valuing. It is the possibility of "thinking about classes in advance." And we maintain that the act of planning also represents the exercise of a right: that of teaching. When thinking about teaching, teachers make decisions trying to foresee the best strategies and the most appropriate resources in both favorable and adverse contexts. In this way, when planning, the teacher respects the right of students to participate in situations to exercise their right to learn. That is to say that we can conceive as a strong foundation that in the practices of planning are the rights to teach and learn consecrated by our national constitution<sup>12</sup>.

2. Didactic planning is a shared task. In an educational institution, different types of planning are produced. Management is planned in its most varied aspects, works are budgeted, goods and services are procured, the activity is organized through the adoption of an institutional calendar and, of course, the activities of the teaching teams are planned. In this sense, we find in many situations that the didactic planning is thought of as a task that the teacher performs in solitude. However, this is an erroneous view of the situation because planning requires, at least, agreements with other teachers: it is a shared task [12]. Teachers of the same areas, of the same subject, between areas. This sharing, this doing with others seeks to favor the educational and academic trajectory of the students. From this point of view, planning is not an individual or personal product, it is focused on the teaching process that is carried out and on the learning processes of the students within the Faculty, therefore it has an institutional sense. On the other hand, we assume that the chair teams take planning as a team task and, therefore, the Chair Projects that are developed and then offered to the students are the product of a true collaborative work.

3. The planning integrates the didactic memory of the institution. An institution is, among other things, an organization that has a defined purpose, with actors / institutional managers that make efforts in line with the institutional purpose, with a system of work division and activity rules. From this aspect, the institutionalist theory reminds us that institutions have an "institutional memory". Segovia argues that educational institutions have an institutional memory, which is integrated not only by documents but also by practices, styles, values that make up a true "collective system of experiences and meanings" that provides certainty to the members of the social collective that conform the so said institution. The uniqueness of educational institutions is also expressed through the curricula and the chair projects that make them a reality.

4. Planning, as a practice, is part of the curriculum. Planning the activity supposes the setting of objectives [8]. One of the main functions that can be identified in a study program is to enable the global vision of the plan of which it is a part (3) and, in this way, to make it accessible to students. The curriculum is a polysemic term widely used by the educational sciences that, among other things, refers us to the proposal or educational project, that is, planning "what the school can or should offer". The curriculum, in this case, acquires the consideration of projected curriculum or planned curriculum (Poggi, 1998). In the sense of the above, the chair projects do not "reflect" the institutional project but rather "introject" it, that is, they introduce and project it into the institution. Teachers are not passive actors who repeat a recipe as if we spoke of the old teaching of the "Catechism of Trent", but are professionals who adapt the minimum contents identified in a curriculum and transform them into a teaching proposal that displays the plan even in its smallest details.

5. Planning has a normative dimension. The public university institutions created by the national state in the Argentine Republic have the character of autonomous entities<sup>13</sup>. This autonomy is explicit in its scope in art. 29<sup>14</sup>

13 This is established by the National Constitution itself, which has included it since its reform in 1994 in art. 75 inc. 19 that develops the powers of the National Congress. Autonomy appears later regulated in the regulations created ex post 1994, especially in the Higher Education Law

14 ARTICLE 29. - The university institutions will have academic and institutional autonomy, which basically comprises the following attributions:

- a) To dictate and amend its statutes, which will be communicated to the Ministry of Culture and Education for the purposes established in article 34 of this law;
- b) Define its governing bodies, establish its functions, decide its integration and elect its authorities in accordance with the provisions of the statutes and the provisions of this law;
- c) Manage its assets and resources, in accordance with its statutes and the laws that regulate the matter;
- d) Create undergraduate and graduate university careers;
- e) Formulate and develop study plans, scientific research and extension and services to the community including the teaching of professional ethics and education and training on the problem of disability. (Subsection replaced by art. 4 of Law No. 25,573 B.O. 04/30/2002)
- f) Grant academic degrees and qualifying degrees in accordance with the conditions established in this law;
- g) Provide teaching, for the purpose of experimentation, pedagogical innovation or professional teaching practice, at pre-university levels, with the currently

12 Arts. 14 and 75 inc. 17, 18 & 19 of the Argentine National Constitution

of the Higher Education Law to which we alluded above. There, the scope of autonomy is established, from which the ability to "create undergraduate and graduate degrees. This possibility, recognized by law, implies the ability to design the curricula corresponding to the careers that are going to dictate, without prejudice to the authority of the comptroller that falls to the Ministry of Education of the Nation as a public authority that recognizes the validity of a plan [4]. The universities are not conditioned in their capacity to create academic offerings more than by themselves, when establishing the accreditation standards for the careers of art. 43<sup>15</sup>. In this sense, when the university creates a career and sets its curriculum, it is generating a norm within the institution. This standard is then developed and expanded by the teaching teams when carrying out their work plans, which, in turn, become the norm for the team members as well as for the students who study the subjects within the framework of said projects.

#### 2.4. Elements / Components of the Didactic Contract<sup>16</sup>

The didactic contract in the Law School of Lomas de Zamora must adhere to a format established by the Academic Secretariat of the Faculty. This format establishes the fields that must be specified by the teaching teams.<sup>17</sup>

The components are:

- 1) Name of the Subject
- 2) Code
- 3) Time
- 4) Foundation
- 5) Objectives
- 6) Minimum contents
- 7) Units

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existing establishments that meet these characteristics having to continue operating;

h) Establish the regime of access, permanence and promotion of teaching and non-teaching staff;

i) Appoint and remove personnel;

j) Establish the regime of admission, permanence and promotion of students, as well as the regime of equivalences;

k) Revalidate, only as an attribution of national universities: foreign degrees;

l) Establish the coexistence regime;

m) Develop and participate in undertakings that favor the advancement and application of knowledge;

n) Maintain relations of an educational, scientific-cultural nature with institutions in the country and abroad;

ñ) Officially recognize student associations, once the requirements established by the regulations have been fulfilled, which will confer legal status on such entities.

15 In Argentina, the higher education law creates the national university accreditation agency called CONEAU (National Commission for University Evaluation and Accreditation). Although this is in charge of the accreditation process, setting the agenda and the self-assessment points, it is the universities that establish the content of the standards against which the races will be evaluated. The CONEAU uses the system of peer evaluators for the visit to the institutions. During this visit, what is reported in the self-assessment is contrasted with reality.

16 Following the bibliography, a Chair project prepared by the authors is presented as Annex 1. The Annex is written in the official language in Argentine.

17 Please note that there are parallel chairs at the UNLZ Law School. At the time of preparation of this article, the 42 subjects of the curriculum are covered by 104 teaching teams.

8) Methodology

9) Evaluation

10) Bibliography

Title of the subject is the identification of the curricular space according to its definition in the Curriculum. The nomenclature with which the Plan was approved by the governing bodies of the faculty and the university and then recognized by the Ministry of Education of the Nation must be respected.<sup>18</sup>

Code Number is the identification of the curricular space according to our organization in the Curriculum. All the subjects have an assigned number and the chairs are ordered, in turn, according to an alphabetical code. By way of example, we cite the case of the subject Constitutional Theory to which corresponds the code of matter 04. This subject was offered by four different teams:

Chair A: María Fernanda Vázquez

Chair B: Walter Carnota

Chair C: Pablo Manili

Chair D: Ricardo Maidana

Each teaching team is composed of a variable number of teachers depending on the days and times in which the subject is developed, as well as the number of commissions in which the students divide to take the classes. The teaching categories are defined by the Statute of the National University of Lomas de Zamora, in this case, and include: Associate Professor, Associate Professor, Assistant Professor, Head of Practical Works, First Assistant and Second Assistant. In turn, teachers can be ordinary or interim. The ordinariate is accessed through the mechanism of the contest that involves the assessment of background and proof of oppositions. Interim teachers are proposed by the holders of chairs and their appointments are valid for a semester. These appointments must be approved by the governing board of the faculty (i.e. the Academic Council).

Time. This item specifies how many hours and weekly meetings the subject implies

Foundation is the expression of the theoretical position of the chair team in front of the issues and problems that will be object of work throughout the semester. The ideology of the chair becomes visible at this point and allows the student to anticipate the setting from which teachers leave to develop their classes [7].

Objectives. In this case, it is about the learning goals that are proposed to the student population. These objectives allow to anticipate the approach that will be given to the topics during the classes as well as the evaluation criteria on the basis of which the performance of the students will be

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18 The process of approving a study plan is an act of a political and not didactic nature. The technical teams work in the design of a curricular mesh taking into account the scientific, doctrinal, legislative and jurisprudential advances produced. Once this previous stage, which can be described as "technical" comes the political moment. The autonomy of the universities allows them to elaborate the plans according to the philosophical inspiration and the theoretical positioning in front of the problems of the reality. Then, the universities must submit their proposals to the technical analysis of the application authority, which, in this case, is the Ministry of Education of the Nation.

graded.

Minimum contents are the basic notions that in respect of each type appear in the curriculum and that are later extended in the following point.

Programmatic units put coherence and relevance into play in the selection and hierarchy of conceptual contents criteria. An orderly presentation and a gradation of the levels of complexity involved in them is expected.

Work methodology represents the opportunity to reflect on the way in which classes are played. This point has a mandatory sub-section which is the description of the theoretical and practical activities that will be carried out in the classroom either in person or through the virtual campus.<sup>19</sup>

Evaluation allows teachers to previously debate both the instruments and the criteria that compromise this issue [2]. It is one of the central points of the project and strongly challenges teachers forcing them to agree on the aspects that will be subject to survey and analysis when examining students, what are the topics that can not be ignored, what kind of questions will be formulated, how much memory capacity will be valued or relationship and transfer of knowledge to the resolution of problematic situations, etc [11]. This point operates, in turn, as an insurance in favor of students in the understanding that the Chair can not get out of what it is committed to.

Bibliography. This point is subdivided into two. The first point is set for the bibliography considered basic and obligatory, and another for the bibliography of extension and consultation. It is a very important point given that it must be consistent with the foundation and the organization of the topics explained in the teaching units, on the one hand; and with the evaluation criteria, on the other. The students will be finally qualified based on their work and intellectual productions, which are crossed by the selection of authors that the teachers have previously done.

The contract is complemented by another curricular management tool such as the class schedule, in which the units are displayed in time and the exam dates are established.<sup>20</sup>

### 3. Conclusion

In times of accreditation, the didactic contract represented by the chair projects becomes the touchstone of every educational institution.

In effect, beyond the fact that universities must investigate and promote knowledge creation as well as link with the community to transfer the benefits of their expertise to it, the task developed within the education function is central.

Universities are, first and foremost, essentially and basically, educational institutions. As such they were born at the end of the Middle Ages and as such they have gone through modernity. In the Argentine Republic, as in many

countries, these institutions are the highest hierarchical instance in the dissemination of knowledge and, therefore, this task of educational planning is so important.

The planning offers different angles, which we went through when characterizing the didactic contract. These characteristics are present all at the same time, so they should not be disregarded at the time of their evaluation by the management and administration teams of the university institutions.

The didactic contract becomes, in this way, the centerpiece of the pedagogical-didactic dimension of any educational institution [5] and allows the external evaluator to determine the degree of coherence existing between the Curriculum and the proposals that articulate it with reality.

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19 It must be borne in mind that the studies of Law are dictated in Lomas de Zamora in person.

20 The schedule corresponding to the chair project will be offered in a future article.

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