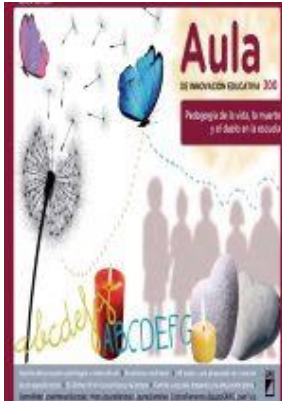


## Featured articles from the OVJ documentation center. January 2021



MIRET RIAL, Á. and BALLESTEROS VENTURA, N., 2020. **Death and Mourning in School: Making Room for Life**. Aula de Innovación educativa, no. 300, pp. 10-14. ISSN 1131-995X

In this issue of Aula, we would like to take a snapshot of the current situation and highlight key aspects and the background of the pedagogy of life and death, as well as give voice to experiences that occur in educational contexts. Death, vulnerability, situations of loss and mourning are issues that have been ignored in the curricular sphere, but which are gradually beginning to be considered as part of the content and to be seen and worked on in educational centres.



RODRÍGUEZ JIMÉNEZ, M.J., 2020. [Adolescent Sexual and Reproductive Health and COVID-19](#). Adolescere. Revista de Formación Continuada de la Sociedad Española de Medicina de la Adolescencia, vol. VIII-octubre/noviembre 2020, no.3, pp. 49-54. ISSN 2695-5474

The appearance of COVID-19 has altered the biological and psychological condition of many people, including children and adolescents. In the space of a few weeks, they have been forced to change their lifestyle and they have had to adapt to new circumstances never before experienced. It has transformed the socio-economic context, but also health and interpersonal relationships. And all this has a direct impact on

the aspect of sexual and reproductive health, not only on the experience but also on material aspects, such as access to contraceptive methods, attention to sexually transmitted diseases, and the demand for the termination of pregnancies. So, how is the pandemic affecting sexual behaviour? Is sex safe during the pandemic? How does it affect contraception?



TARABINI-CASTELLANI CLEMENTE, A., JACOVKIS, J. and CURRAN FÀBREGAS, M., 2020. [Rebuilding Apprentice Identity in Vocational Training. The Effect of School Experiences and Teaching Cultures on Identity Building](#). Revista de Sociología de la Educación-RASE, vol. 13, no. 4, p. 562-578. ISSN 2605-1923

Vocational training in Spain continues to be a poorly developed, second-rate educational path, despite the important progress made in recent years. Intermediate level vocational training, in particular, presents much lower supply and demand levels than Secondary School qualifications. In addition, in overall terms, it provides schooling for a much larger percentage of young people with low socioeconomic and cultural prospects and with a history of school failure or dropping out between year 8 to year 11. The purpose of this article is to analyse how they build their identity as VT learners based on their school and educational experiences - both past and present - and their future plans. The analysis has followed a qualitative methodology based on 42 in-depth interviews with first-year intermediate level vocational training students in Barcelona. The results show, on the one hand, that the apprentice identity of VT students stems from a mostly negative experience in compulsory schooling. This, in turn, is based on a public perception of them as bad students. On the other hand, they show the emergence of identity-resignification processes during their VT studies based on the recognition and dignifying aspects of the practical knowledge that belong to the teaching and learning cultures of this educational path. Overall, the article helps advance the study of student identities as a key element in understanding educational inequalities.