

**CRITERIA OF ELECTION OF POSTGRADUATE COURSES IN GRADUATED STUDENTS OF
TECHNOLOGICAL/ HUMANISTIC/ ARTISTIC PROFESSIONS; SUBJECTIVE AND CONTEXTUAL
INVOLVEMENTS TO ARRIVE AT THE CONCLUSION OF THEM**

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Abstract

The increase in the amount of studies of postgraduate course and of its students derivatives of the demand by academic credentials in the laboral and for the personal search to specialize professionally, it is a phenomenon observed in Argentine towards the middle of years 90. To obtain the final title of these studies is a percentage far below in relation to the number of the registered people. Such reasons focused our attention to analyze so much criteria of election of postgraduate, as the subjective and contextual conditions to reach the degree.

This study, of cualitative type, investigate in three Specializations, which are atended in differents nationals universities, the aspects of its organization and proposed style to study and to obtain the conclusion of studies, as the motivations of the election of the students and graduated, in three different areas: artistic, humanistic and technological.

The knowledge about the logic of the organization and the particularity of the object of study of each career allows to analyze differences and similarities among them contributing some proposals to consider in formation programs; whereas the trajectories of

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students and graduated explain the subjective aspects that take part in the conclusion or not of the postgraduate course.

Key Words: Postgraduate courses - Criteria of election - Graduation Conditions

INTRODUCTION

In the last years in the Argentina has taken place an increase in the amount of the offered postgraduates and the students professionals of them. From the year 1994 to the 2008 there was a growth of almost 400 % and it is considered that the percentage of graduation it is of 12 % in average. Several factors exist that explain the increase of the supply of postgraduate: the transformation of the demands of labor market, and the major academic exigencies that generate the search of studies of postgraduate course among others.

This situation it produces a tensión important with the exigencies that are having the professionals of a greater formation from a competitive labor market and to fulfill the academics requirements of the quaternary studies (Lvovich, 2009).

The technological advances with the consequent creation of new places of jobs, the deterioration of the quality of the degree formation and the high competitiveness in the work market with its counterpart of devaluation of the university titles they also are reasons of the expansive phenomenon of the postgraduate courses. (Jeppensen,C; Nelson, A. y Guerrini, M. V. 2004). (Torres 2010) Respect to the last data available for our country, according to Yearbook 2009, published by SPU, we find a total of 80.703 students of postgraduates and 7.329 graduates; specifically in Specializations, the students are 34.020 and the graduates ones, are 3.757. Although the official information official available, its can present some problems of subregistry – according to they indicate the own people in charge of the preparation of the base of information of the Ministry of Education - give us offers an ample panorama of the tendencies of the last years and in

relation to the graduation levels where the percentage ones are considered on the total of students, without considering the duration of each the career – it can be appreciated that the 12% in average, it constitutes a doubtlessly low index (Lvovich, 2009).

In our country the postgraduate courses begin in the decades 1960/70 by the advances in the Sciences of the Health that derived in the formalization of studies of postgraduate with formation of specialists through professional groupings and with the direction of Public Health; in the same way and as a result of the technological advances, they were developed for the same time, the specializations, in Engineering through the Universities (Fernández Lamarra, N. 2003) (Barsky, (2000) (Barsky, Dávila. (2004).

The expansion of the postgraduate courses in all the disciplines have increased and at the present, we can observe that the students consider the election of the career of degree with sights directly to a specialty and they initiate the postgraduate course immediately of finalized the degree studies (Fanelli, 2002). This also implies changes for the orientation task, because at the time of working with information on attended of the races this is not limited to inform on the degree studies. The students anticipate, specific interests and the advisers guide the search through analysis of programmatic proposals that include pre professional practice to approach the consulting ones to a future occupational field insisting on considering that the the career of degree in himself also opens to new expectations or possibilities to think the profesional world.

The system of postgraduate courses in Argentina has its regulatory frame from the law of Education Superior N° 24.521, sanctioned in 1995 and its modifying one, in the law 25.754, santioned in 2003.

The universities can create postgraduates independently and also to establish agreements with institutes, professional formation or research centers, regulatory frame in which take part the Councils of Regional Plannig of the *Education Superior* (CPRES). All the

postgraduate courses study: specialization, master or doctorate -they must be credited by the National Commission of Evaluation and University Accreditation (CONEAU), or by private organizations that are constituted with that aim and that properly are recognized by the Ministry of Education, Science and Technology (Lvovich 2009).

The Ministry of Education of the Nation recognized the following studies as postgraduate from 1997 through the resolution 1168: specialization, master and doctorate.

“Specialization: it has for aim to deepen in the dominion of a subject or area determined within a profession or of a field of application of several professions, being extended the professional qualification through an intensive training. Account with final evaluation of integrating character. It leads to the granting of a specialist title, with specification of the profession or field of application”.

“Master: intends to provide a Superior Formation in a discipline or interdisciplinary area, deepening the formation in the theoretical, technological, professional development, for the investigation and the state of the knowledge corresponding to this discipline or interdisciplinary area. The formation includes the accomplishment of a work, project, builds or thesis of masters of individual character, under the supervision of a director and culminates with the evaluation by a jury who includes at least an external member of the institution. The final work, project, build or theses must demonstrate skill in the handling conceptual and methodologic, corresponding to the present state of the knowledge in the or the disciplines of the case. It leads to the granting of an academic title of magister, with precise specification of a discipline or an interdisciplinary area”.

“Doctorate: It intends the obtaining of true original contributions in an area of knowledge, whose universality must try, in a frame of level of academic excellence. These original contributions will be expressed in a thesis of Doctorate of individual character that will be realized under the supervision of a thesis Director, and culminates with their evaluation by

a Jury, of external members to the program where at least one of these, is external to the institution. This thesis leads to the granting of the academic title of Doctor”

The Masters and Doctorates, they give academics titles that do not qualify to the professional exercise and the Specializations are considered towards the way professional, means who study a Specialization, they are looking for “to specialize” (it is worth the redundancy) in terms of qualification respect to their professions.

In this work it is analyzed: the organization of the postgraduate, the motivation for the election and the proposed style to study and to obtain the conclusion of them, in three specializations of National Universities of the areas technological, humanistic and artistic.

METHODOLOGY

The investigation, it was carried on with a qualitative methodologic theoretical strategy, to facilitate the exploration of representations and meanings that the managers, coordinators of the study, students and withdrawn professionals have on the difficulties that appear to finish the specializations.

The sample was constituted by three areas of study: artistic, technological and humanistic of the Nationals Universities, was created between the years 1998 and 2002. They are professionalizing payments career approved for the National Commission of Evaluation and University Accreditation (CONEAU), and they have as a requirement to obtain the title the approval of its obligatory seminars and a TFI, a final integrating work (TFI).

The plans of study of each specialization were studied and analyzed, and the interviews to managers coordinators, to students and to postgraduates students they were realised and analyzed.

The axes of analyses that were considered were: the specialization area, and the type of organization of the postgraduate course, the proposed models by each one of the

specializations to obtain the conclusion of the postgraduate course and the motivation for the election of that area de study of this career.

AREA of SPECIALIZATION AND ORGANIZATION of POSTGRADUATE COURSE

As much, inside the analysis of the curricula as in the interviews, it has put in evidence the differences between the three specializations. The population that attends each one of them is heterogenous respect to the career of degree of its students. In the the three specializations it is rescued, from the stories of their coordinators, students and graduates the necessity to have an interdisciplinary looked and the capital appreciations of the interchange between professionals. The students with titles of degree of a same area of disciplines were in the the careers humanistic and artistic; this last one, reunities graduates of tie races to the educative area (institutes of teaching staffs).

One of the emergent aspects, during this study is the one, of the beginnings of each specialization. The humanistic and technological specializations they were Masters initially and soon they derived in Specializations, because the graduation were little according to refer the key informants, although it is not had statiscal data about that. The artistic career begins with the intention to formalize a postgraduate course study that specializes the professors of the area. The three specializations, are inserted in a greater plan of postgraduate: denominated “program or program of master” according to the institutional proposal. The three are presentials careers and they can be only atended in the city of Buenos Aires. For the equipment of management of the technological area, this is a preoccupation because it limits the possibility of attending to residents in the provinces or from places moved away of Buenos Aires.

Transitorily some intensive courses of the central matters of the Master are dictaded with which they are articulate the Specialization. There are curricular activities extra that last a

month in other points of the country. This point refers to a greater federalisation of the knowledge, as these authors raise Escotet.; Aiello y Sheepshanks (2010) it is to us important.

These authors propose to constitute a threshold that offers rules for a profound change in the relation of state organisms with institutions of education superior in agreement with the activities scientific- technological within the framework of an equitable policy in the geographic scope not to relegate to any sector of the society.

We agree in that this one is one of the challenges to develop and to fortify to the universities and to the institutions scientific – technological of the country, as well as to its productive equipment to contribute significantly in the world – wide context to the development of the scientific, technological and social knowledge, and to the activities of creation and innovation.

The technological specialization, explicit that the supply of the postgraduate course tries to complete areas of vacancy in the career degree. In its organizational structure and didactic, a proposal of concrete good application prevails, of a nature more pragmatic also it is reflected in the expectations of his students and graduates students.

The artistic specialization, mentions in its objectives the deepening of the academic thing, the investigation and the management. It considers as objectives to improve the professional level, the suitability and to develop qualification.

The humanistic specialization, has an objective offer tools that help to the social improvement in the area of their formation and promote the idea of continuity in the studies of Postgraduate course through of the Master. Several, make to them immediately next after credit it score for the professional race with specialist title.

According to the expressed by the key informants, the presence of the National Commission of Evaluation and University Accreditation (CONEAU), as the regulator

institute is valorized as much by the directors of postgraduate and coordinators of the careers as the students.

The argumentations that maintain this valuation are different in the case from the informants who in the one of the student. In the first case, they are related to officially making possible a greater prestige of the postgraduate differentiating with respect to other postgraduates non recognized officially.

In the case of the students of the technologic or humanistic area, this affects subjectively at the time of making an election of studies because they look for the academic accreditation that in many cases it allows the ascent in laboral categories with wage improvements. The students of the artistic area do not give the same importance to the accreditation although also it benefits them when they are competing in positions public, emphasize when choosing the postgraduate institutional and educational prestige.

The specific technological career the times of study, the weekly frequency and the schedule. Three hours daily of Monday as Friday compatible with labor schedules of the students that live in bordering zones.

The humanistic career attends with biweekly encounter of Friday and Saturdays and some intensive matters of one week of duration, their students question the intensive modality by the hour exigency. The artistic specialization proposes all intensive courses of one week of duration.

The technological specialization it distributes the matters in four modules, during three fourth month periods. We find discrepancies in the interviews of men and women in relation to the subject hour and by the distance with respect to the skilled place of “the place was difficult” say the women (all works outside of their home) and would seem to them practitioner more a frequency by day and no daily, because in that way the activities

do not finalize at night in an advanced schedule, that on the other hand does not leave time them to read the bibliography and the attended class.

Thus, without mentioning directly the “other family obligations” they show the exigencies to fulfill with multiple rolls, problematic widely studied in the genre feminine (Fernández, 1992; Kohen, 1992; Müller y Kligman, 2002 y Kligman, 2003).

A specialist of this postgraduate course says clearly that she was preparation to finish it in two years, including the FIW (TFI- integrating final work) “to fulfill the stipulated times and to finish” but that it was very difficult.

The artistic career – to have educational students and who travel frequently - its looks for to facilitate the attended one with intensive courses. However, the instability of the attended one persists when having to move by labor contracts to other cities or countries and to count with greater amount of foreigners between the students. The transfers debilitate the continuity and conclusion of the specialization still having organized the curriculum plan in several monthly seminars, each one of 30 hours weekly that are evaluated with the presentation of a work. To approve all the seminars is qualified to present the final work of graduation that can be a theoretical work (thesis) or an artistic production. The intensive seminars can be attended of individual way and to credit themselves to future in the career.

For some one this it is satisfactory because it facilitates to them to move and to organize themselves familiarly; according to they themselves say: *“it is compatible with the familiar life....she already knows that it is my week, that I disappear...with everything,it is not so complicated,it is only one week”*.

Others say that they would make modifications to the race in relation to the organization of the skilled time of, because they do not have time to read the material and to assimilate the

contents. The students refer that they attend but they do not present their works of conclusion of seminars.

The directors and coordinators of the races make different observations with respect to the postgraduate courses from their position. The first one, generally throw a contextual glance to the subject of the postgraduate courses, they talk about the problematic world-wide, Latin American and the Argentinean and to the university in which the careers are dictated. However the coordinators have a vision more related with the organization of the specialization who direct and their problematic specific one: they are the one who are in direct relation with the students. To consider the dimensión of the proposed objectives in the plan curricula, we observed that the artistic specialization it present several “purposes”, the technological a single “general mission” and the humanistic it organizes it in terms of “several competitions to obtain”

The artistic specialization mentions between the objectives: the academic thing, the investigation and the management, whereas the technological one, proposes to deepen on the acquired thing in the degree and to contribute the excellent information in that area of study. The system of payments is specified only in pamphlets of the technological study; in the other two area of studies the information is obtained on costs calling by telephone or in the interview of admission. The forms of payment that that are proposals are in quotas and/or total payment (there are differences between the specializations). All have not initial matriculation and different types from scholarships are offered. Without this it is a point to develop in the presentation, we cannot stop mentioning that taking care of I raise initial of the increase of the studies of postgraduate course like a tool to give answers to a context international of majors competitions and to a national development that integrates us to the world-wide context, (Barsky, Dávila 2010) it is necessary to count on a greater supply of scholarships for his students. In this sense, we also agreed with Rama, mentioned by

Barsky y Dávila (2010) in the “final Reflections” with respect to the centralization that at the moment has the treatment of the postgraduate courses like expression of the advances of the social and technical division of the work; therefore a professional specialization must be means of accessible formation for any worker and to count on sufficient scholarships for the professionals who wish to attend those studies; the budget of the universities must include them to correspond to the evolution of sciences, the technologies and the society generally with contributions adapted to the needs of its students.

Respect to admission of originating students of the level non superior university, the artistic area registers to compatible tertiary students to the specialization, the technological one conditions the entrance of students with tertiary titles to the decision of the Academic Council and the humanistic area demands dominion of castilian language and admits students with tertiary titles of four years, probably to be more tie to the educational race.

In relation to the profesional profiles the humanistic specialty explains the competitions enunciated to the objetives and the technological specialty indicates the operative technician, the responsibility in the evaluation of the competition area and the formation in tie subjects to that area that they make posible to have a ampler formation, defining the title of specialist in the area. The artistic specialization does not describe the profile to reach and this it can be a factor that opens too without defining to the specialist.

THE MOTIVATIONS

The posgraduate students present a variable profile of professionals who accedes to the same: recent graduates students that continues the studies of postgraduate course like part of the trajectory that prepares them for the professional work, professional with experience which they look for acreditaciones of greater lever, foreign students at those who it

economically turns out a postgraduate course in Argentina, professionals who want to extend their labor field.

At the time to deciding to realise their studies the aspirings generally consider the pressure towards them to respond to the demands of the laboral market specializing and they also consider the certification academic that credits. Both conditioners are those that guide the subjects in their passages search of formation after the degree title.

The students and withdrawn students refer that they try to articulate the academic exigences of the formation with the exigences of a highly competitive labor market in which they evolve and in that joint are not the obstacles are not few that they sometimes prevent to arrive at the culmination of a postgraduate course with the presentation of the TFI. (Final Work Integrating). All they do not obtain it. The administration of the articulated personal times with the time determined to attend and to finalize the specialization is one of the factors more enunciating like obstacle.

To students and the graduates students it turns them highly motivating to choose a postgraduate course that the career has tutelage in possibility and research programs interdisciplinarily of integrating....in a level of greater complexity surpassing to the formation received in its races of degree.

The interdisciplinary thing do not explicited in any of the curricula although yes does not consider from the coordinators like a characteristic of the specializations: the heterogeneity of the groups of the students coming from the different races of degree.

The coordinators refer that the motivations of the aspirings in the artistic specialization are the one to find possibilities of obtaining a title that qualifies them to exert teaching in formation levels superior since that considered institution of prestige in the atmosphere artistic, offers that option and there is no a supply varied from other institutions. The academic race is to them interesting to the students and they do not stop indicating the

level of excellence for its profession that gives the attended one them although they do not complete the studies to obtain the title of Specialist, consider that they are perfected taking the classes although they do not certify it.

It is possible to be indicated, that there is confusion, at least from the aspirings with respect to the qualification for the professional exercise, since the qualifying titles are certified with races of degree and not of postgraduate course. This is noticed in the stories of the trajectories of the students, that also indicate that the formation appears and it is crossed by outside institutions giving by a fact that the route is the one that grants a “know to do” more than the certifications granted by institutionalized organisms. The interviewed people says *“In my country that study don’t exists... neither at level degree nor the less postgraduate...The study of...is totally informal.... I continuous my independent formation beside of the professional formation taking clases seminaries and I choose to my teachers.....The side more hard of my formation is outside of the academic”* The dichotomy between the institutional and the creative thing it remains to rescue to the creative process like something inherent to the studies of the artistic career.

According to the students, to obtain the study credential of the artistic postgraduate is not very relevant, neither for the contests by public positions, nor to reorganize structure within the work. To cross the process and the skilled time gives the sense them to prepare new artistic projects. The ideas of independence, freedom of action and self-management prevail at the time of appreciating the route and not the granted credential. They confer much worth to the possible possibility of self-managing own undertakings from projects presented to the professors during the study. This is a heterogenous population from the cultural thing by origin, and homogenous as far as the degree titles: Withdrawn of tertiary races with degrees of teaching staffs. The multiplicity of origin places, forms multicultural groups that are indicated as enriching and it takes like enriching and leads to contact

themselves to each other of virtual way, “remote” more than in actual form. This is a resource also very used by the coordination so that the information circulates.

For the technologic area the motivation derives from the subject that the specialization in areas of vacancy in the formation of degree and the humanistic area by the prestige of the professors and the title that offers. The educational subject is not smaller in any of the three races although that emphasize the figure of the “teacher” is artistic area. *“To choose with whom to form” it turns relevance.*

For the area artistic, the training, falls more on the figure of the “teacher” with whom they choose to form that in the Institution to study therefore they express it when they nárrate its routes of learning. The seminary skilled “authorized teacher” seems to give experticia. Some interviewed people mention to the professors with those who have realised factories or seminaries, as if yes it was the true “accreditation”, by outside the institutions but with that qualifying figure that legitimate and legalizes the practices.

PROPOSALS IN ORDER TO OBTAIN THE CONCLUSION OF POSTGRADUATE COURSE

The models proposed by each specialization in order to obtain the conclusion of the postgraduate they are varied: intensive courses, tutelage, accomplishment of the final integrating work within the framework of the attended one, pursuit of the coordination y and of the teachers ones. The proven models that demonstrate a better result as far as concluding with the TFI are the last both according to the argumentations given by coordinators and by withdrawnstudents. The incentive of a professional laboral improvement in economic terms (ascent by roster, recognition of greater qualification) also is evaluated at the time of choosing the posgraduate course and affects to obtain its conclusion.

The technologic career integra the preparation of the TFI (Final Work Integrating) to accede to the academic title of Specialist during the attended one, that is considered in two years and is what it is divided equally according to the cases interviewed and the data collected by informants. The term of two years extends in the humanistic area and in the artistic one it has not been registered to any graduate or next to graduate preparing his TFI: The specialization humanistic realices a customized pursuit of the students (that it includes basement in the bibliography) and “containment” (advising on the attended one of the matters), as well as the pursuit of the teachers respect to the evaluation of the students and this is evaluated like a facilitating factor to finalize the courses and to realice the TFI. (Final Work Integrating)

The managers of the artistic area describe the population of students with discordant characteristics to follow the traditional academic organization of a posgraduate. According to a manager who says:

“This structure (academic), historically is thought for the hard sciences, soft sciencies tried... and said good we try and always entered... always stayed as by the force, accepted besides until being called sciences. It seems to me that this format... now the subject is that is passing to the arts... to the arts costs to them, a little more”. (Personal communication, May 18, 2011)

It thinks, the conclusion of the Specialization adapted to the times of the students, without intention to rule dates of tutelage for such aim, but as something possible to be programmed by each student. When investigating on the thematic one about why these final Works were not given a term, upon maturity, it is mentioned that the real time of the study or skilled and the one of the “elaboration” for the works is insufficient to assimilate the knowledge. It is therefore an intensive structure very compressed in and the very lax thing for the formal give up. The expectation is that each new seminary opens to new ideas

to integrate and to continue creating; this turns very complex to arrive at a final work. The majority are seminaries destined to the exploration, the investigation of ideas...with a rearm, rethink, rearm always possible work of being reconstructed, redefined with "provisory conclusions" "*The format of the posgraduate course is not thought for artistic disciplines of doing*", says one of the managers.

It slides also, something of the order of a certain demand and institutional complaint as far as its normative organization. It is possible to be understood like a "hybrid" in the organizational modality: with rules laxer than they respond to a professional population in which the creativity is its predominant motivation and simultaneously there are attempts to adapt itself more to an academic tradition ruled formally. It can be inferred certain fear to institutionalize too much preventing the creative thing? Presumption subject to a separate and specific investigation for the artistic area, to confirm if one put to discussion and investigation. From the students there is a common perceivable denominator in so far as the difficulties to finalize would not only derive from subjective reasons, but lack of the institutional scaffolding.

In the humanistic area the factors subjective are pronounced when considering to attend and to finalize a posgraduate course study; for example the familiar support on which one counts, since the study is realized in a momento of the vital cycle in which the subjects have contracted familiar and laboral commitments.

CONCLUSIONS

The differences observed in the organization and the modalities to manage the course of specializations can respond for on the one hand to the criterion of university autonomy, since the specializations investigated ones are of different universities and on the other hand to the particular areas of concern of each one of the specialities.

The distribution of the time and dedication for the postgraduate course is thus regarding the labor exigencies and to the responsibilities that their students have with respect to their familiar life.

It is observed that when breaking contact itself to the assigned time to attend the seminars to its students results more complex turns out to them systematize its TFI. (Final Work Integrating). We consider that the knowledge on the logic of the organization and the particularity of the object of study of each one of the races can offer information and as much generate innovating models for the programs of formation like for the subjects that attend its specializations in these areas.

The artistic area is adapted relatively to the formalized norms, of which we could interpret that there is a probably logical resistance from the type of study os these races. The artistic area in the cultural social plane of a society is the one that has major freedom of expression and reflects from its own one structures the constant process of creativity to develop the capacity of transformation without fitting itself in the instituted thing but promoting the instituting thing.

The technological area it raises adjustments within the complex scene in order to arrive at the TFI. (Final Work Integrating).As much the conduction equipment as the students makes some operative proposals that do not know problematic subjective but they anticípate them so taht the subjects reach their personal aspirations. This a value added from the management can be considered tha tcomes realising. One considers:

- The election of a subject of compatible investigation to the labor task and/or of application in the same.
- The raise of subjects in the beginnings of the specialization and the later pursuit concluding with a TFI matter.
- The clear and defined boundary of the coordination function.

The taste to continue becoming qualified, to especially learn in some subjects and in an institution of studies superiors turns out highly motivating to initiate the race from its students.

In the humanistic area the work of pursuit that is realised so much with the students with teachers for the delivery of Works and the qualifications, allows to establish the direct bonding with the coordination that operates as accompanying and gives continuity to the course of the studies. The withdrawn recognize the importance that has the posgraduate course credential, necessary and often advisable for example for the contests public.

The social and academic bows that settle down between students and between teacher and students affect the personal projects in those who participate in the Specializations although these are not aspects especially programmed.

It would be advisable that, given the conditions of the professional performance with as fast transformations as those that happens at the present in the work market, the programs of specializations would be accompanied of updates in contents and modalities of studies. We are living uncertain times, the transformations during specializations will depend tan they do those that jointly regulate the operation with teachers and students and of the reciprocal interchanges enters the disciplines without being subject to an only model and generating an active participation of all the social actors.

From our profession of advisers we know that the continuity and culmination of the studies generally and those of the posgraduate course in particular are intimately related to the subjective vocational aspects and they are not posible to be accredited with the demands established by the market of the credential word. This allows us to infer that is opened to an area for the development of our work to adviser especially tie to the posgraduate course election.

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