

Rosales, R. A. y Cubero, R. (2016). *Identidad de aprendiz saludable y prácticas de aprendizaje cooperativo. Estudio en un contexto de riesgo de exclusión social.*

In this paper we understand the learner identity as a set of meanings we construct about ourselves as individuals in learning contexts. For this research, there are five aspects that we consider recurrent in studies on identity and that provide clues to us: identity as an intersubjective construction, identity as a narrative construction, identity construction from the point of social action, the discursive or rhetoric nature of identity, and the role of the recognition of others in the construction of identity. It is in this broad framework of reflection in which we developed the present research. This study explores the identity of participants in their first year in a cooperative learning program through the narratives and discourse of students talking about their own experiences, as well as the relationship between learners' identity and their participation in a cooperative programme. The sample was composed of 49 students (12-13 years old), participating in a programme of intervention in a context of social deprivation. The school we work with is located in an area of social transformation needs (ZNTS), with a high percentage of unemployment and low educational level. Students, therefore, are considered as a population at risk of social exclusion. There are many students with special educational needs, learning difficulties, disruptive behavior, a high school absenteeism, an unstructured familiar environment, with minimal participation in school, and a growing migrant population with different languages. That is why the school management promotes and manages several projects with different institutions for the creation of alternative spaces and forms of complementary care to students. In this context, we understand that the identity of these students is a fundamental aspect for their development. There are two main contributions of this study to the understanding of the identity of the learner. First, we have defined the concept of a healthy learner identity. According to our approach, we have defined a set of features that characterize a healthy learner identity: being able to narrate the experience as an learner incorporating positive experiences and being reflective on the causes that might have produced experiences of failure; engage in the learning process as part of a larger group in which one relates to others; develop a self-conception as learner based on the possibilities of improvement and change, by the support of others and personal effort, etc. Second, learner identity is built on learning experiences in the classroom. Therefore, specific learning activities are crucial to this process. In this work, a relationship between educational intervention activities and the construction of an identity that we have defined as healthy is postulated. If we start from the idea that the activity defines the content of identity, a specific activity may favor the development of a healthy identity. Thus, in this paper a relationship between cooperative learning and the development of a healthy identity is postulated.

Palabras clave: Healthy learner identity, cooperative learning, focus group, qualitative analyses.

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