Programar con *Scratch* en contextos educativos:

¿Asimilar directrices o co-construir Tecnologías para la Inclusión Social?

**Abstract**

 Nowadays there is an increasing interest in the use of different tools, such as Scratch, to teach and learn programming in educational contexts.The present article inquires about *Scratch* developers´ discourses and their guidance for teaching and learning programming, aiming to promote Mediated Educational Practices that make possible the co-construction of technologies for social inclusion in formal and non-formal contexts. Socio-technical approach and the methodological framework of Dynamic Hypermedia Device are the theoretical bases of this exploratory and qualitative study. From results´ analysis it can be concluded that barriers for co-constructions of technologies for social inclusion in educational contexts are not related to limitations of the tool itself, but to the instrumental orientation of the educational practices.

**Keywords:** computational programming, mediated educational practices, socio-technical approach, dynamic hypermedia device, Scratch.