

Why so Many People Repeat in Engineering Colleges?

Paulo Franco¹, Paulo Ribas², Jorge Silva Filho³, PUCRS, Brazil, pfranco@ee.pucrs.br, paulo.ribas@ig.com.br, jorgef@ee.pucrs.br

Although the freudian psychoanalytical model was invented one century ago and being nowadays the most powerful model for explaining the human psyche, investigations about transposition bases are recent and few for learning situations in the classroom. Then, one of our purposes in this and others texts, is to show a little of our studies and investigations referenced to learning experiences guided by the psychoanalytical model, in the engineering courses at PUCRS University, as well as the result of our efforts in the direction.

In this text, in particular, we give to the readers for their appreciation the subject *psychical mechanism of repetition*, one of the most used in the freudian work, and for that reason we consider one of the supports (theoretical and clinical) more powerful of important value for understanding the *repetition in courses*. We base in the central focus of our investigation for trying to answer psychoanalytically to the question: *Why so many people repeat in engineering colleges?*

Our work has different origins. The first is about our experience through our own repetitions at the university, not only as a student, but also as the teacher at the engineer career. The second comes from our clinical psycho-pedagogical experience with students and teachers of the engineering career, where we face with the mechanisms of repetition from of psychical view. At last, this work is based in the freudian work, because nobody has investigated so deeply the psychical phenomenon of repetition as Dr. Sigmund Freud has.

Although it seems strange for many people the idea of “repetition of the teacher”, it is not difficult to prove that not only the student as also the teacher repeat, only doing of different ways. The expression “repetition at the university” on the whole is used to indicate the repetition of the scholastic period for the student. Here, however, it is used to name every repetitive act happened in the scholarly local and being identified as manifestations of the psychical mechanism named by Freud as “compulsion for repetition”, that everybody is inevitably submitted (pupils, teachers, headmasters, etc.). We expect our work has a good contribution for the understanding of this complex and challenging subject of scholarly repetition in engineering courses at the university.