Abstract
This essay attempts to define two major currents of anthropology that have influenced educational research in Mexico. The article suggests that the predominance of one of these currents has limited the role of the concept of culture in understanding the educational reality under study. By examining the type of cultural analysis employed in major educational research, I try to determine the limiting factors and the advantages of both anthropological currents presented. In addition, I clarify their possible usefulness for educational research and describe their scope.

Keywords
Educational research, anthropology of education, culture, interdisciplinarity, Mexico.