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Programme

Time	Activity	Room
09:00	Opening Ceremony *Carlinda Leite, ECCS 2015 Chair* *Sebastião Feyo de Azevedo, Dean of U.Porto* *José Alberto Correia, Director of FPCEUP* *Helena Araújo, CIIE (Centre for Research and Intervention in Education)* *José Augusto Pacheco, EACS*	Auditorium 1
09:45	Keynote 'Mind the gap': The importance of teacher agency *Mark Priestley, University of Stirling, United Kingdom* *Chair: José Augusto Pacheco*	Auditorium 1
10:45	Coffee break	
11:00	Keynote The hidden enemy: How crisis justifies intervention in curriculum *Elizabeth Macedo, State University of Rio de Janeiro, Brazil* *Chair: Isabel Menezes*	Auditorium 1
12:00	1st Thematic Parallel Sessions	-
13:30	Lunch	
14:30	Keynote Rethinking Authority in Educational Leadership *William Pinar, University of British Columbia, Canada* *Chair: Filipa Seabra*	Auditorium 1
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18:00	EACS Assembly	Auditorium 1
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Time	Activity	Room
09:30	Keynote Assessment of learning outcomes in Higher Education – Integral component of curriculum? *Jani Ursin, University of Jyväskylä, Finland* *Chair: Carlinda Leite*	Auditorium 1
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16:30	Keynote With good intention – The enactment of curriculum, assessment and pedagogy *Louise Hayward, University of Glasgow, United Kingdom* *Chair: Amélia Lopes*	Auditorium 1
17:30	Closing ceremony *Carlinda Leite, Chair of ECCS 2015* *José Augusto Pacheco, EACS* *Mark Pristley, Chair of ECCS 2017*	Auditorium 1

Papers

1. Curriculum and policies

1A | 9694 | External evaluation: Impact and effects on curricular and pedagogical practices of teachers of the elementary school

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Within a framework of knowledge-sharing policies and travelers reforms (Steiner-Khamsi, 2012), which tend to globalize the education management and government, the external evaluation models in Portugal are in accountability politicies (Afonso, 2011), with several implications for educational organisations and their actors.

In the current frame, and in a control logic of school institutions, the Evaluator State acts through the market logic, importing the private management domains, with emphasis on the results or products of the educational system (Afonso, 2009), originating a metanarrative of control (Alves & Machado, 2011, p. 62), acting "in a context of curricular decision strongly centralized, fragmented and marked by the criterion of efficiency".

The project External Evaluation: impact and effects on curricular and pedagogical practices of primary schools' teachers falls within the master's degree course at Minho University. Simultaneously, it is a clipping of an investigation under the project Impact and effects of the external evaluation.

The scope of this study is the external evaluation: impact and effects on curricular and pedagogical practices of primary school's teachers. Our question focuses on the changes that teachers of primary school in the Oporto district show on curricular and pedagogical practices, concerning the external evaluations of learnings and the external evaluation of schools, intending to check which of these exerts greater pressure on these actors.

The empirical study is mostly quantitative, proceeding from the analysis of the documentary corpus and subsequently to the survey, aiming the measurement of the information and knowledge, values and preferences, and attitudes or beliefs of these teachers (Tuckman, 1994). The tasks carried out were the selection and analysis of the documentary corpus, the development/validation of the questionnaire, for subsequent application and analysis of results.

The questionnaire is closed, applied to elementary school teachers placed in the schools of the District of Porto (Portugal) who are being subjected to external evaluation in this school year. At this point the study is ongoing, so only in September will be available the data for presentation.

For the understanding of the subject and of the expected results delineation, we checked the results of other empirical studies carried out in this context.

The main conclusions are: not revealing differences remain between the models of external evaluation of schools in European countries. The objective of the external evaluation of schools focuses on accountability and increasing the schools' performance improvement as fundamental axes. The external evaluation process resulted in an opportunity for improvement in terms of organizational development, quality of learning, the pupils' school results and of the collaborative work of the different actors, encouraging school self-evaluation work distinctly. The results suggest an improvement of almost all the weaknesses and constraints indicated. The external evaluation of

schools is a gear shift in curricular decision practices at the level of sequenciality, planning, and evaluation methodology, once the assessment highlights the flaws or weaknesses that exist in these areas so that they can be corrected and/or improved.

1A | 9607 | Curricular justice: Influences of TEIP program and schools' external evaluation process

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In Portugal, the policy measures which followed the April 1974 democratic revolution attributed to education the "mission" of guaranteeing the right to a fair and effective equality of opportunity in school access and success (Portuguese Educational System Law, 1986). As examples of these measures, the TEIP program (in English ETPI - Educational Territories of Priority Intervention) was created in the 90's involving schools linked to social inequality 'problems,' dropout and school failure (Leite, Fernandes & Silva, 2013) with the main aim to support schools in dealing with these situations. Firstly, a diagnosis of the problems is made and, afterwards, the aspects that need improvement are selected and it is developed an appropriate intervention project. This policy measure, which may be considered as "compensatory education", has emerged associated to other international movements such as the "Head Start" and "Follow-Through" projects (United States); the "Priority Education Zones" (France); and "Educational Priority Areas" and "Education Action Zones" (England). Another policy measure initiated more recently, in 2006, is the schools external evaluation (SEE) process. Also influenced by international policies (Dale, 2007) and associating the evaluation of educational institutions to accountability (Afonso, 2009; Fullan, Rincon-Gallardo & Hargreaves, 2015), this measure is related to decentralization processes and the intention of improving education quality (Pacheco, 2000; OECD, 2012). Assuming that is a political responsibility to promote an educational improvement (Bolívar, 2003; Coe, 2009), it is important to analyse whether the SEE process and TEIP program follow-driven by democratic and egalitarian principles, i.e., if these political measures contribute to the achievement of social and curricular justice, essential in building a democratic school (Apple & Beane, 1995; Leite, 2000). Consequently, the study aims to understand how the objectives of these two policy measures are being implemented and how schools seek educational improvement based on curricular and social justice (Connell, 1995; Crahay, 2000; Rawls, 2003; Dubet, 2008; Santomé, 2013). To achieve these goals, we did 5 semi directive interviews (Hopf, 2004) to the National Education Council President; the person responsible for TEIP program at national level; and three exploratory interviews in a TEIP school to the headmaster, the TEIP program coordinator and the self-assessment team coordinator. The interviews discourses were subject to analysis and reflection through a process of content analysis (Krippendorff, 2012), using the NVivo software (v. 10) and with them it was possible to understand how, locally, the SEE process and TEIP program are experienced and interpreted at a curricular level. The study allowed understand that these policies - schools evaluation and TEIP program - even constituting two separate measures, are interconnected in order to promote school success and educational improvement. Having moderately positive effects on school everyday life, it is possible to recognize attention to social and cultural diversity of students and the use of strategies that seek to ensure the success and educational improvement of all, even though in some schools this situation is not yet an institutionalized practice.

1A | 9639 | Public and private school external evaluation models: Different realities, different models, different effects?

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The Portuguese law nº31/2002, of 20th December started a new way of seeing education through external evaluation (Stufflebeam, 2003). With an outsider look, an external team started to help public schools to improve their services by pointing their fragilities but also its stronger points in a written report leading each school to find a way to self-improve (Sobrinho, 2003).

The actual model for public schools was introduced in 2006 and after some changes in 2011, focuses in three domains: results, educative service and leadership and management. Its surveillance is held by IGEC (General Inspection of education and Science). External evaluation tends to be complementary to internal evaluation, a different perspective that helps schools to find the better way to self-improve.

On the other hand private schools started sooner their own internal evaluation as they needed to justify the payments and the advantages of their services. They had to prove their quality of services by providing solid data to parents or to other interested members of the community (the stakeholders).

More recently private schools also started different external evaluation processes according to the different organisms they respond to. The most common depends on Social Security Ministry evaluation model, based on the European Foundation for Quality Management (EFQM) - MAQ (model of quality evaluation)

The Main Objectives were to analyse the impact of external evaluation in public and private pre-school education establishments and to study the effects of the external evaluation in public and private pre-school education establishments.

To fulfil our objectives it was held a qualitative study supported by interviews (Ghiglione & Matalon,1997) and document analyses (Santos Guerra, 2003), respecting all ethical advises given by Bogdan e Bicklen (1994).

The documents analysed were the IGECs evaluation reports and MAQ evaluation model. The interviews were conducted to four school directors and to twelve preschool teachers from public and private schools.

All documents and interviews were subsequently analysed using content analysis (Esteves, 2006) choosing the major questions as a form of categorization. All inferences were made according to the accomplished results.

The main results show different effects in private and public realities in Portuguese schools with preschool education. Accordingly, in private schools the evaluation process seems to be more systematic, continuous and formal. Public schools are evaluated each four years and preschool evaluation tends to be diluted in the other cycles of school except in social results, curricular articulation, parenthood and community participation.

Public preschool teachers recognise that, since external evaluation, they feel more professionally recognised but, private preschool teachers make out more social gratitude of their work from parents and community. Public preschools still are pointed as the best schools to learn and private schools better to fulfil their social needs of caring.

Both realities point out more homogeneity in the documents used since the beginning of school external evaluation processes. Nevertheless, private preschools show more complete documents with more systematic data as its partners in public schools, which are more occasional, usually preceding external evaluation by IGEC members.

1A | 9557 | The politics of teacher autonomy in Estonia, Germany, and Finland

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In the era of global educational competition manifested in the international comparative studies of student achievement many countries have chosen a stronger standardization of curricula and increased pressure on teacher accountability which has raised concerns regarding teacher professionalism and autonomy. This study focuses on cross-cultural research of teacher autonomy casting light on the varying responses of nation-states to the tension of standardization and decentralization of education as well as structure and agency problematic.

As autonomy can be understood as a positive notion of liberty to do something or as negative notion of freedom from constraints (Carter, 2012) this research focuses on both aspects: autonomy and control. The three main research questions are:

1) What theoretical frameworks are there about teacher autonomy and control?

2) How does the education policy shape teacher autonomy and control?

3) How do teachers perceive their professional autonomy and control over themselves?

In addition to creating two theoretical models three empirical studies were conducted. First, upper secondary school curricula and teachers' newspapers from Estonia, Germany (Bavaria) and Finland (1990-2011) were analysed using critical discourse analysis. Then an interview study was conducted with 10 Estonian, 10 Finnish and 13 German teachers. The result: Curriculum discourse is in contradiction with teachers' experiences as expressed in newspapers and interviews.

1B | 9599 | The new civics curriculum in Israel – A neo-Zionist discourse

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Over the past few years, the civics curriculum for Israeli high-schools has become the centre of a heated political debate. Consequently, and due to pressures from right wing political NGOs, a number of changes were introduced in the form of eight new chapters focusing on the characteristics of Israel as a Jewish state.

Israeli citizenship has always been a site for social struggle. Peled and Shafir (2002) describe the Israeli citizenship as caught between three discursive frameworks: liberal, republican and ethno-national, whereas the different frameworks are used to define the belonging of different groups. Yet, in the past decade one can see a shift in the discursive frameworks described by them. While the republican notion of citizenship has been on decline, a neo-liberal consumer citizen ideal has replaced the liberal discourse, whereas one can identify a new type of ethno-nationalism, sometimes referred to as neo-Zionism, which overtly promotes the Jewishness of the state over and above its commitment to democratic values and procedures.

The evolvement of the civics curriculum in Israel over the past four decades reflects those changes. It has moved from a curriculum which is heavily influenced by republican and ethno-national discourses during the late 1970s, to a more universalistic curriculum in the mid-1990s. In recent years, however, the new changes to the curriculum signify a move back to a particularistic ethno-national notion of citizenship. The purpose of this presentation is to offer a thorough examination of the changes that have recently taken place and the ways in which they are reflecting larger political changes.

Following critical sociology of curriculum we understand the curriculum and especially the civics curriculum to be a site for struggle, a social space where meanings and identities are constructed and reconstructed. This paper draws on an in-depth discourse analysis of the new civics curriculum guidelines in Israel and the 8 new chapters introduced in 2012-2013 school year.

The analysis focuses on the following themes:

- The new chapters heavily emphasize the Jewish characteristics of the state and strengthen the legitimization of the state of Israel as a Jewish ethnic state. The ways the materials are framed and organized send a clear message to the students, that the Jewish element to Israel's definition takes precedence over its democratic characteristic.

- The eight new chapters adopt a 'thin' pedagogical approach which strongly encourages memorization and internalization of the primary messages the text is seeking to convey, at the expense of promoting critical thinking and discussions of controversial issues.

- Lastly, the paper addresses the representation of the Arab-Palestinian minority. We will argue that the new textbook also normalizes the position of ethnic minorities as second class citizens and the infringements of their rights.

This paper has the potential to shed light on the politics of curricular changes and the relationship between political and educational discourses.

1B | 9706 | Regionalization of an Educational System and the Curriculum issue - The case of Madeira (Portugal)

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The implementation of politically autonomous regimes on the Portuguese insular regions of the Açores and Madeira, within the broader scope of the political and constitutional process of the country's democratization after April 74, has not been a linear, clear and easy one, particularly within the Educational system, and more specifically in Curriculum terms.

In fact the multiple, diverse and contradictory interpretations on the subject over the last 40 years, between the authorities of the Republic and those of both autonomous Regions, has induced the need for a systematic approach and analysis of the matter, from a wider perspective, either institutional, particularly on European terms, as well as cultural and economically-wise, but also from a curriculum and learning process point of view.

Thus, our aim was to perceive and study the PRESSUPOSITIONS and the PRINCIPLES of the whole process along with the CONSTRAINTS been put to it in Madeira's particular case (and more specially from 1992 to 2000), and accordingly try to infer / deduce on the eventual LIMITS (if any) to the implementation of a real and effective regionalization of the Educational system, particularly of the Curriculum.

1B | 9680 | African studies and its diasporas in school curriculum

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The African History and its diasporas in school curriculum from educational institutions were studied in this research. Their legal and teaching framework in Brazil was stablished by means of Federal law n. 10.639 on 9 January 2003. Since then all of subjects about this topic became an obligation in Brazilian educational institutions. It is based on a critical and reflexive analysis created as from bibliographic and documental research. Its theorical frame of reference is related to studies of some authors such as Nascimento (2002), Benjamin (1993), Focault (2000), Furquim (1992), Chervel (1990), Dewey (2001), Young (2007), Paula (2009), Abreu & Mattos (2008) and Silva (2013). Besides that, this work aims to analyze how these studies can offer power not only the teachers but also the students in order to have a positive education from ethnic – racial relationship. Thus, the important thing is to recognize and to value negro people, descendants of Africans, in school places. FINANCING: CAPES; FAPEMIG

1B | 9699 | Contributions to the analysis of Citizenship Education in Portugal

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OBJECTIVES:

- to analyse the evolution of Citizenship Education in the Portuguese school curriculum;

- to present some guidelines for the implementation of Citizenship Education in Portugal.

METHODOLOGY:

In order to analyse the most relevant socio-political periods in the evolution of Citizenship Education in the Portuguese curriculum, six relevant socio-political periods will be considered: i) The fall of the dictatorial regime and the emergence of an interest in the civic and political education of citizens; ii) The approval of the Basic Law on Education in 1986 and the creation of the subject of Personal and Social Education; iii) Public discussion about the implementation of the subject of Personal and Social Education; iv) The influence of the European dimension; and v) The emergence of Citizenship Education: a new name for the old understanding of Personal and Social Education; and vi) The 'subtle elimination' of Citizenship Education.

RESULTS:

The analysis points out two aspects that have hindered the institutionalisation of Citizenship Education in the field of education: i) the political instrumentalization that Citizenship Education has been subjected to; and ii) its inappropriate interpretation, as it is considered that learning can be reduced to the limited and structured contexts of the course subjects. From here, this paper proposes a Citizenship Education with the following characteristics: i) integrated in the curriculum but not as a specific subject, ii) based in the school, but not necessarily restricted to the school limits, iii) a Citizenship Education that values the practices of young people themselves, iv) and opens up the possibility of a model of citizen informed by the expectations of what being a citizen is, but who feels free to develop and live his/her own citizenship.

1C | 9741 | Astronomy and Space: Connections between formal and informal science communication arenas

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Science communicators and science educators believe that people´s political judgment, personal choices and actions will be improved if access to reliable knowledge is promoted and established. Reliable knowledge is, in most assumption, similar to science knowledge. Although, as disciplines, these two fields emerged from different arenas of social practice, they are in many aspects most alike. The professionals and researchers involved are constantly working to improve, understand and evaluate the interest of their public in science matters, so it is not unexpected the amount of research one can find in subjects like "ways to better communicate" or "to better teach" science . Most of them are culminating with the word "engagement".

In nowadays, science and technology (S&T) are a constant presence, nonetheless the gap between science and the public seems to be increasing. Particularly for the youngest, one of the highlighted issues in the discussion is a scientific career aspiration. In the future, EU (European Union) predicts a lack of professionals in the field of STEM (Science, Technology a, Engineering and Mathematics) due to low interest of students for those matters. Traditionally, the first steps for citizen engagement with science take place, intentionally, at school, so the low interest of students in science subjects and the reduced number of individuals who choose to pursue their studies in science are indicators of great concern to the knowledge-based society we live in and to the dialogical relationship between science and society.

Some researchers suggest that in order to understand student's participation and choice in science, Science Communication and Science Education researchers should dialogue more deeply.

One of the scientific areas where this dialogue seems to occur is Astronomy and Space, where the concern for access to scientific information already has a considerable tradition. Studies suggest that this subject area is very effective in promoting the interest of pupils for science subjects, boys and girls alike.

In this paper we identify astronomy topics in the currently adopted Portuguese official curriculum, breakthroughs and setbacks when compared with the previous official curriculum, through extensive research and documentary analysis. We also identify which activities are being promoted under the umbrella of the Instituto de Astrofísica e Ciências do Espaço (IA) and NUCLIO, two major science communication and Informal Science Education promoters in Astronomy and Space in Portugal, in order to find connections between the formal and the informal science education arenas. By doing so we found intersections in formal and informal learning settings and observe how these interconnections occur, hoping to unveil some aspects related to the understanding of students interest, participation and choices in science, particularly in Astronomy and Space.

1C | 9598 | Curriculum and didaktik in 21st century: Still divergent or converging?

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An intensive dialogue between US, German and other European scholars on the topic of didaktik and curriculum theory took place during 1990s. Here, I review this dialogue and extend it into current post-2000 conversations

regarding didaktik and curriculum theory to examine how the two traditions are being affected by global trends in education. German didaktik theory is central to curriculum, teaching and learning in Continental Europe generally and German speaking world specifically, but is mostly unknown in the English speaking world (Hopmann, 2007; Westbury et al., 2000). Curriculum is used widely by many countries but I refer here only to curriculum traditions employed in the U.S. The objective of this work is to discern threads of development both within curriculum and didaktik orientations, and identify whether they are still holding to their traditional assumptions about education or they are converging towards one another. Another objective for this theoretical work is to revitalize the cross-national and cross-cultural educational dialogues and exchanges between didaktik and curriculum theorists and educational researchers. I utilize content analysis to examine publications that derived from previous curriculum-didaktik dialogue as well as recent education policy documents and education developments in U.S. and Germany, as the two core curriculum and didaktik countries respectively, to pursue the objectives of this paper. Then, I exemplify the initial state and the identified changes through two logical models, which compare and contrast didaktik and curriculum theory as two educational policy systems. Logic Models are tools primarily developed and used by program managers and evaluators to describe programs in terms of their assumptions, inputs, activities, outputs and outcomes (McLaughlin & Jordan, 1999). The results point to two key educational changes, which are elaborated on more in depth, including the introduction of common core educational standards, i.e. national educational standards in the U.S. and introduction of external assessments in Germany. While curriculum and didaktik still hold to their traditional conceptualizations of the field, I conclude that to some extent both traditions are moving towards one another as a result of global education trends such as international assessments and the coordination of teaching and learning around research-based learning trajectories and learning progressions, in math education and science education, respectively.

1C | 9629 | The reflection on cultural competency in Estonian national curricula for upper secondary school

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Estonia's educational policy is reflected in the National Curriculum for upper secondary education (NC), where cultural competency is included as one of the main objectives. Almost ten years separate the ratifications of the two most recent versions of the NC in 2002 and 2011. Between these years, Estonia joined NATO and the EU, survived the economic recession and experienced important controversies between the Estonian and Russian linguistic communities during the Bronze Night in 2007

The national curriculum always reflects a certain view of what a culturally competent citizen should know, do and be. Researchers (Westbury, 2007; Rosenmund 2006) have found that in the societal context, the discourse of curriculum addresses a specific social problem. In Estonia, culture has always been strongly linked to the language. As Estonia's main minority language, Russian is actually spoken by a large number of people around the world, the Estonian language is considered as a means to grant the survival of a culture. The current NC stipulates that the upper secondary schools where Russian or anther minority language is the language of instruction, 60% of the study process has to be held in Estonian. This means that the curricula aims to implement Content- and Language Integrated Learning (CLIL), where culture is one of the core components in addition to content, communication and cognition. At the same time, the curriculum doesn't offer a separated CLIL programme. Researchers (Grandianetti, Langelloti, Ting, 2013) have expressed their concern that on the level of enacted curricula, the danger is that it can be interpreted just as "teaching in another language". The author (Mänd, 2010)

has studied the 2002 curriculum using a model designed by a French didactic, Christian Puren (2006). Puren sees cultural competency issues as a complex of different components: transcultural, which refers to values; metacultural, which is knowledge; intercultural, in representations; pluricultural, found in behaviour; and co-cultural, or cooperation. The present paper investigates the two versions of the Estonian NC in terms of to what extent the components of cultural competency are stressed out and how these components are distributed between the different chapters of the curriculum. The corpus of study includes the general guidelines and the competencies expected to be developed in the school system. The aims, content and outcomes of the two, at the moment, separated fields of Foreign Languages and Social Studies are analysed because they have become important in the CLIL. The study uses content analysis method inspired by discourse analysis, where language is considered to reflect themes that refer to certain components of cultural competency and therefore, cultural competency components are analysed in their respective categories. The expected results are that in comparison, the new NC aims to bring more attention on the pluricultural component whereas the study outcomes are hardly linked with the same objective, intercultural component being stressed out in the assessment of Foreign and Second language learning and the metacultural component in the outcomes of Social Studies.

1C | The teaching of mathematics and the external evaluation of schools: A study involving teachers from 1st to 6th grade

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The processes and practices of Portuguese education and training are becoming increasingly integrated in agendas globally structured, and whose area of influence is placed in the common frame of European Union policies and transnational organisms such as OCDE (Pacheco, 2009). Evaluation has been acquiring, in the last decades, a critical role, extrapolating its importance beyond the field of education (Afonso, 2010). The emphasis given to schools evaluation derives from two trends that affect most European countries: the decentralization of means and the creation of national goals and of levels of school results (Eurydice, 2011).

Departing from the political and economic analysis of globalization on education and making a

critical approach to the policies of sharing (Takayama, 2008), it is aimed to analyze the mediation of the pressure applied by curricula policies of homogenization and standardization of results (Afonso, 2012; Santiago, Donaldson, Looney & Nusche,2012) and their influence on teachers of Mathematics.

This quantitative study, involves a questionnaire survey to teachers from 1st to 6th grade and primary teachers, in which it is ascertained how the model of external evaluation, implemented in Portugal since 2006, has been contributing to the creation of concrete consequences in school results, namely on the standards of evaluation, and on the dominance of summative tests in Mathematics, taking in account the curricular changes and teaching changes.

1D | 9556 | Curriculum making in the Municipal Schools of Petrópolis: Arena of conflicts, resistance and recontextualisation

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In order to comply with the educational needs present in the Brazilian federal Law number 9.394/96, such as the broadening of mandatory Basic Education to nine years and assessment issues, the Municipal Secretariat of Education of Petrópolis (Rio de Janeiro State, Brazil) organized, all along the year 2014, meetings, seminars and working sessions with school coordinators and teachers, with the specific objective to reform the official school curriculum for the five initial years (1st to 5th years). Fortnightly meetings and/or working sessions were held during 2014 so as to deepen and discuss issues pertaining curriculum, like curriculum structure, pedagogical aims and strategies, and, particularly, selection of contents to update the official curriculum that would be implemented in 2015. This paper presents a synthesis and analyses the results of these meetings and working sessions, which were observed by one of the writers. The main objective of this paper is to understand how the State, represented by the Secretariat of Education staff, acts as a "recontextualising agent" (BERNSTEIN, 1985), and the educational professionals, on the other hand, recontextualise educational policies in their everyday practice in their schools and classrooms (BALL, 2013). We adopted a qualitative approach, using as research instruments observation, interviews and documental/textual analysis. During the process, it could be observed a series of different interests, positions, and conflicts amongst the participants, which contributed to some criticism and to an attitude of suspicion towards the real effectiveness of the final document. One of the main results we had after the analysis is that the final document – which has recently been officially implemented -, despite having been created in an apparent democratic atmosphere, is still object to discontentment and criticism by the larger group of teachers that do have to "enact" it in their everyday working places. The document faces resistance and critics, which may endanger its own implementation and validity, since, as Pacheco (2002) writes, "consensus is something of a fiction, or (…) [it] just occurs among actors who act in accordance with their own interests".

1D | 9581 | Program restructuring and expansion of Federal Universities (REUNI)

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The Program of Restructuring and Expanding the Federal Universities (REUNI) was implemented in Brazil by the federal government in 2007, with the objective of increasing the number of enrollments in Brazilian public higher education. So, it increased the numbers of graduated individuals. REUNI allowed the development of academic mobility programs between the federal universities that joined it; the articulation between undergraduate and graduate; proportional relationship of one university professor for each eighteen students; hiring new workers and university professors to work in the federal universities that have joined the REUNI, especially in those who were created concomitantly with REUNI; the inclusion policy for people with special needs in the university and curriculum restructuring. REUNI follows the internalization logic of Brazilian Universities, i.e. the New Universities are created mostly in remote areas of large urban centers, allowing the socioeconomic development of certain Brazilian region. New universities have their pedagogical approach, based on curricular flexibility in the exchange of knowledge among university students in the same institution or with other institutions. For the students to join the top Brazilian public education in federal universities that have joined the REUNI, they have to take the National High School Exam (ENEM) and to achieve the required score to the chosen course, make its entry in the Unified Selection System (SISU), by which the federal universities proffer their vacancies. o perform this article the systematic review of the literature was used, based in the master's thesis which will be presented by the author at the State University of Campinas (Unicamp). In this sense the data presented are part of a consolidated research.

1D | 9641 | From curricular diffusion to curriculum dialogue in curriculum reform: A comparative perspective

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A main compound of every educational reform is change in the curriculum prescription, the written curriculum. This change is supposed to trigger a renewed sort of curriculum practices. However, there is a tension in curriculum discourses surrounding processes of educational reform in relation with the teachers' professional practices. This tension becomes even stronger when comes to diverse and unequal socio-economic-cultural contexts. Maybe the contexts in where this matter the most. This paper attempts to explore how process of curriculum implementation incorporate processes aiming to bridge the gap between curriculum prescriptions and curriculum practices. This gap is conceptualized as a tension between the written curriculum and the taught curriculum. The necessary familiarization with changes in the written curriculum is not enough to develop its potential for curriculum change. Therefore, a more dialogical approach of professional development seems much adequate in order to devise processes that take into consideration the cultures at play in curriculum reform. Methodologically, this study draws in secondary sources to bring different experiences into a in a comparative international conversation seeking better understand the efforts of surpassing this curriculum gap. From the resulting report we offer a reconceptualized view of curricular diffusion putting at its center the idea of dialogue.

1D | 9638 | Policy analysis of the curriculum structure revision undertaken in Portugal from 2012 onwards

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The Decree-Law No. 139/2012, of July 5th, 2012 (reorganization and management of the curriculum for basic and secondary education), rhetorically reaffirms the central role of schools and teachers in the development and management of the curriculum, as stated in the preamble: "the measures are taken regarding school autonomy in curriculum management, the students' freedom of choice to education and training courses, the updating of the curriculum structure, in particular, by reducing curricular dispersion, and a more effective process of monitoring, detecting and evaluating students' problems. It should also enhance the pedagogical and organizational autonomy of schools as well as the professionalism and freedom of teachers in the implementation of methodologies based on their experiences, individual and collaborative practices". The Order No. 5306/2012, of April 2nd, 2012, issued by the Ministry of Education and Science (MEC), established the guidelines of the "curriculum goals" (metas curriculares) or learning outcomes project for basic and secondary education and stated that the development of "new National Curriculum" should contain "standards of rigor", create "consistency in what is taught in schools; allow all students to have the opportunity to acquire a body of knowledge and to develop fundamental skills in core subjects; ensure teachers the freedom to use their knowledge, experience and professionalism to help students achieve their best performance". This political measure means that the Portuguese MEC took upon itself the decision to centrally prescribe a wide range of learning (or classroom) objectives for the different schooling grades of primary and secondary education). In addition, by mixing curriculum programs approved in different phases (1991, 2001, 2002, 2004, 2007 and 2009), the curriculum structure revision project denotes the lack of a global vision of curriculum.

The technological-bureaucratic-productivist approach to curriculum development is based on the concept of contents as formal products of learning ("that should be taught to students"), on the prediction and control of students' performance in the classroom, and on cognitive performance dominated by memorization and very basic

understanding techniques. This twisted view of curriculum underlines the ongoing subversion process of the curriculum development notion implemented during the democratic period in Portugal and highlights the official neo-conservative position regarding student status, teacher professionality, school organization and management, etc.

This paper intends to discuss, from the viewpoint of policy cycle (namely, the agenda-setting, policy formulation, decision-making and implementation stages), the course of action prescribed by the Portuguese authorities, which has been driven by situational logics (external finance assistance and budget shortage) and (ideological) opportunism rather than careful deliberation and assessment

2. Curriculum and accountability

2A | 9605 | School evaluation and the improvement of curricular processes: which relations?

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The past 20 years have been prolific in educational guidelines related with school education in Europe (Commission of the European Communities, 2007). Associated with these, many European bodies have produced documents containing recommendations for nations to ensure the quality of curricular practices, most of them advocating for a different curricular approaches and diversified pedagogical practices (OECD, 2010; European Commission, 2012; European Union Council, 2011; 2013).

These guidelines led to the establishment of quality standards to be fulfilled by educational systems, and led many European nations to establish accountability systems as a means to ensure the standards fulfilment, being the most common of all the school evaluation (SE) processes (Faubert, 2009). SE is considered as a good asset to obtain valuable knowledge on the work developed in schools, and a valid starting point for the implementation of improvement measures and solving the problems identified (Commission of the European Communities, 2001; Devos & Verhoeven, 2003; Hofman, Dijkstra & Hofman, 2009; OECD, 2012; 2013; Schildkamp et al, 2012). It was in this sense that Portugal adopted SE, having launched in 2006 a school external evaluation (SEE) process.

This presentation addresses the issue of whether Portuguese schools effectively use the information provided by SEE to act upon curricular processes and develop a better teaching and learning process.

Data was collected in 10 Portuguese schools through semi-structured interviews (Bogdan & Biklen, 1994) with school headmasters, and focus group interviews (Greenbaum, 1998) with the self-evaluation teams and department coordinators. Also, schools' structural documents, such as the educational project, the improvement plan and also the SEE report were analysed.

The analysis revealed that schools do use the results from SEE to perform some improvements, but these interventions seem to just stay at the surface of the question. That is, the actions taken based on the SEE results are mostly at a documental level, in terms of the production of plans, reports and other documents to register the

work that is being planned and developed in schools; and at an organizational level, in terms of a certain change in planning meetings and peer work, in a more formal way as a means to legitimate the already established informal practices. There are also some traces of actions at the curricular processes level, corresponding mostly to curriculum articulation practices between different subjects and different school years.

2A | 9529 | School External Evaluation in the perspective of the Department Coordinators

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In Portugal, Schools External Evaluation (SEE) is established in Law no. 31/2002 of 20th February, having been implemented from 2005/06, by the General Inspection of Education and Science. This model constitutes itself as an identifier of good organizational, procedural and pedagogical practices. It intends to create a lasting and systematic culture of quality and improvement through levels of efficiency and efficacy that enable the contextualization and interpretation of the results to achieve credibility and success in the education system. SEE is framed in national and international educational policies that promote the legitimacy of the concept of evaluation placing accountability, quality, improvement, efficacy, efficiency and results as main objectives of the evaluation of institutions. A question arises: What are the consequences of SEE in the perspective of school department coordinators of Portugal's northern region?. To understand the concept of evaluation we analyzed different definitions and the content analysis of the interviews of department coordinators of school clusters (n=17) in the northern region of Portugal, based on the evaluation prospective of Nevo (2007) that considers it comprehends five functions: decision making, improvement, accountability, professionalism and certification. Through the analysis of the interviews we found a connection between SEE and the functions identified by Nevo (2007), since it's a process that legitimizes the decision-making of the intermediate leaders looking for improvement and holds responsible various actors certifying, at the eyes of society, organizational, pedagogical and curricular practices carried out by schools. The data point to the recognition of the importance of the educational context and the work done by the department coordinators.

This communication it's inserted on an investigation project "School External Evaluation on the non higher education" (FCT – PTDC/CPE-CED/116674/2010) led by Minho's University

2A | 9626 | External School Evaluation: Teachers' perspectives – two case studies from Northern Portugal

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The external evaluation of non-higher education schools in Portugal has been developed by the General Inspectorate of Education since 2006. A first cycle of evaluation was completed, covering all educational units in continental Portugal up to 2011. The model of evaluation has since been subject to alterations, and a second cycle of evaluation is now coming to an end. The current model of evaluation is based on documental analysis, analysis of students' results, and panel interviews with a variety of representatives of the school community, and addresses three domains: results, provision of educational service and management.

This paper is part of an ongoing research project, developed by 6 universities and supported by the Portuguese Foundation for Science and Technology (PTDC/CPE-CED/116674/2010) which intends to analyze the impacts and

effects this process of external evaluation has had on Portuguese schools. This project includes a variety of perspectives and methodologies.

In particular, we will focus on two case studies undertaken in two schools from the northern region of Portugal, and more specifically on the perspectives expressed by the teachers of those schools. These particular schools were chosen because they have been evaluated twice and represent different educational levels (basic and secondary), contexts and results. These case studies included the analysis of documental data, interviews to key informants and a questionnaire directed to teachers (n = 141) – the latter will be the main focus of this paper.

Teachers are essential elements of the school community when considering the impacts of external evaluation, as any changes directed at teaching practices, student evaluation, among others are only possible through their direct action and implication. Therefore, their perceptions on the process and its impacts are crucial to the understanding of what does and does not change in schools as a consequence of external evaluation.

Although teachers' opinions are not homogenous and each school reveals a number of differences when it comes to teachers' perceptions of School Evaluation, it was possible to stress some areas as the most and as the least consensual. Teachers in both schools agree External School Evaluation (ESE) is useful for the identification of the schools' strengths and weaknesses, values students' external evaluation results, imposes a model for schools internal evaluation (and in fact contributes to the very existence of internal evaluation practices), and contributes to schools improvement. However teachers in both schools do not believe ESE contributes to teachers' autonomy, produces changes in how curriculum is managed, or leads to innovative teaching practices.

These results point to a greater emphasis on change at the levels of school management, self-evaluation and particularly internal evaluation, but little impact on the teaching practices. We believe the classroom is at the core of school practices and teaching processes are essential to any measure of school quality and to their impacts on student learning.

3. Curriculum challenges in Higher Education

3A | 9691 | Is higher rducation improving learner autonomy of undergraduate engineering students

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Learner autonomy in the European Higher Education Area is a key aspect to lifelong learning that, being crucial to the development of a society based on information and knowledge, implies that students can (and want) to monitor their performance, to identify learning needs and ways of achieving it. The research in the last three decades has supported the idea that a way to promote effective teaching and learning is by promoting learner autonomy, since it increases students' motivation to learn, increasing also the effectiveness of learning. So, if students do not accept their responsibilities, they will not have the will to learn and will not be successful in lifelong learning.

However, learner autonomy is the ability to take charge of one's own learning, as long as the learning environment provides opportunities for the learner to do so. This involves curricular challenges in order to allow faculty the promotion of students' self-direction in learning, but is only possible if students' perception of their own role as learners and the purpose of the studies programme curricular activities are in tune. Teaching activities must promote learner autonomy and self-directed learning.

The recent popularity is no surprise, since the concept is tuned with some of the nowadays major pedagogical concerns, namely the use of student-centered learning and active methods with the goal to help students become independent of their teachers in their learning process.

The aim of this study is to determine if perceived learner autonomy (and its dimensions) and curricular year are related. Learner autonomy is hypothesized to be dependent of curricular year, considering whether students are in the first, second or last year of their undergraduate studies. The participants were 425 students of an undergraduate polytechnic engineering degree (Bologna's first cycle with three years). Learner autonomy was measured with the Portuguese adapted version of the PRO-SDL scale, which measures self-directedness in learning based on an operationalization of the personal responsibility orientation (PRO) model of self-direction in learning.

No statistically significant differences were found, meaning that no dependence existed between perceived learner autonomy and curricular year. In spite of that, there were actual differences in mean scores between the groups (participants attending the different curricular years), with a decrease from first to second curricular year and increase from second to third curricular year. In the third year, learner autonomy was the highest, what was desirable and expected. The decrease in the second curricular year might indicate problems with the studies programme curriculum and its curricular activities.

3A | 9603 | Ethical development in higher education curricula: A study in portuguese engineering courses

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There are many national and international documents that point out or refer the need of higher education include the mission of ethical, civic, moral and citizenship development of their students. Internationally, UNESCO (1998, 2009) and the European entities (in particular within the "2005 - European Year of Citizenship through Education" and the Bologna Process - 1999) have produced various documents that emphasize this need, although with some differences in the basic motivation and goals to achieve.

But the several documents and the Bologna Process, have left (and leave) free space for higher education institutions implement student's education in the ethical, moral, civic and citizenship field. It is however important to point out that the framework of qualifications for the European Higher Education Area, resulting from the Bergen Conference (2005), define that (among other competences) for the first cycle qualification, students at the end of their training should be able to make "judgments that include reflection on relevant social, scientific or ethical issues" in the respective field of knowledge.

Thus, the study presented here aims to know how the Portuguese Higher Education Institutions implemented (or not) this training component in their curriculum. This study was limited to Engineering courses of the Polytechnic Higher Education and the Engineering courses of Universities, for the first cycle qualification and integrated Masters. In the study were covered 28 institutions (13 Universities and 15 Polytechnics), a total of 184 courses (126 first cycle qualification and 58 Integrated Masters).

The used methodology was the official curriculum document analysis of various courses and the curricular analysis of proposed options in the field of ethical, moral, civic and citizenship student's education.

The study results show that 60.56% of the courses don't included in its curriculum any subject or topic goals in this field. Only 28.9% of the courses have included in their curriculum a required subject training and 8.32% have the opportunity to be trained in this area through optional subjects. In 2.22% of the courses, the training institution offers extracurricular training that involves an additional fee.

Among 28 studied institutions, only 6 provide a general solution for all courses, 7 have no training in this area in any of the courses, and the remaining 15 have some with this type of training and other courses that have not.

Also resulted from this study the reconnaissance of the curriculum options diversity and focus of each of the options, which stated that the majority (63.4%) of the courses focus on Professional Ethics training (Ethics and Compliance) and only 36.5 % focus on ethics training and Citizenship.

Bergen Conference of European Ministers Responsible for Higher Education (2005). The framework of qualifications for the European Higher Education Area. Retrieved from:
http://www.ehea.info/Uploads/QF/050520_Framework_qualifications.pdf

3A | 9609 | The perceptions of the importance of communication skills among radiology and radiotherapy students

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The diffusion of literature emphasising the importance of doctor-patient communication in healthcare, as well as greater access to information and participation of the patient in their own therapeutic process, contributed indelibly to the increased efforts to teach communication skills to healthcare professionals. Communication with patients as well as with families, peers, and health professionals of other areas seems crucial in order to develop higher quality interpersonal relationships and promoting the sharing of essential information to the diagnosis and to the treatment plan.

The practice of these soft skills can be treated as a public health problem.

Several studies claim that a degree does not guarantee the natural learning of these skills, reinforcing the importance of including the teaching and practice of communication in the curriculum.

Although already in 1999, Hulsman stated that, in the 21st century, the central challenge in the training of health professionals would be the communicational skills, there are still no clear lines about the contents and methodologies to be used in the teaching process, or how to evaluate these skills in Portugal nowadays, and also very little is known about the perceptions of the importance of communication skills among students in Allied Health Sciences programmes.

The aim of this study is to compare these perceptions in students attending different programmes and school years.

A sample of 70 first- and third-year undergraduate students from Radiology and Radiotherapy completed the Communication Skills Attitudes Scale (CSAS; Rees, Sheard, & Davies, 2002, Loureiro & Soares, 2011 - Portuguese research version).

Analyses are expected to show higher scores among students attending the third-year Allied Health Sciences in both programmes and in the Radiotherapy degree, based on the close relationship maintained between health professional and patient and also on the education throughout the degree which intends to develop awareness and concrete behaviors in this domain in some curriculum units.

These results are not only important for sustaining some of the decisions concerning Allied Health Sciences curriculum design but also for exploring the relevance of creating a laboratory for training communication skills for students and professionals. Some authors suggest that this training must have students as a target, since professionals with experience tend to present a more crystallized communication style and more resistance to change.

Future longitudinal studies in other Allied Health Sciences degrees and years are underway to understand the variations occurring throughout the career before and after the practicum and/or curricular units dedicated to developing communication skills.

3B | 9604 | The research-teaching nexus: How it becomes a challenge in Higher Education

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It has become a commonplace to define the current situation of higher education as one of rapid change in response to the demands of a global knowledge economy. Contemporary higher education deals with a new spectrum of challenges, with implications for institutions, for academics and students, for teaching and learning, giving relevance to the imperative to respond to new educational needs of the knowledge society.

Higher education cannot be content with transmitting knowledge but must be challenged to create it, promoting curriculum opportunities that enhance both personal and professional development. In this sense it becomes vital to rethink the nature and mission of higher education but also pedagogical practices in higher education and role that research can have in this scenario.

The relationship between teaching and research (RT Nexus) is crucial to ensure the development of academic and professional skills in students, as well as a better understanding regarding the complexity of knowledge in their subject discipline or professional field. However, there is a need for research on the RT Nexus in new types of higher education institutions and in professional fields, such as Teacher Education, especially since research is a fundamental feature of the professional identity and work of teachers. We consider that researching the RT Nexus in Teacher Education will provide new insights into the links between research and teaching in different types of higher education institutions and contribute to understanding the value placed on different kinds of knowledge within the professional field.

The purpose of this paper is to better understand the curriculum challenges in higher education focusing on the RT Nexus in Teacher Education and its contribution to the development of high level skills and expertise required by graduate employees in the knowledge society.

Data were collected through interviews with school teachers. Through data analysis we were able to gathered preliminary results concerning the perspectives of school teachers towards the presence and importance of research in their initial training and its role in their professional activity.

Regarding the initial training, teachers claim the existence of some research work, specially associated with research methodologies. In teachers' opinion, this experiences contribute to help them realize how important research is to their professional activity. The participants believe that their involvement with research during the initial training was an advantage in the way that it provided them the skills to adapt to the contexts challenges and demands but also to reflect on their own practices. In fact, being a researcher is considered a dominant feature and responsibility of teachers' work.

The primarily objective for engaging with research is to understand and develop educational practices systematically. In this sense, it is possible to anticipate that the primary factor that motivates teachers to undertake research is to develop teacher and teaching and, ultimately, provide the best possible outcomes for their students.

However, although there are a significant interest and motivation to develop research there are frequent complaints about lack of time to do so and this tends to suggest a priority given to teaching before research is considered.

3B | 9755 | Peer observation of teaching at University of Porto: Contributions for the curriculum development in higher education

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The issues currently raised in Higher Education (HE) challenge us to find ways to innovate and improve the practices that enable the development of the teaching-learning processes that are increasingly suited to current needs. Vieira (2009) describes the current framework of HE, taking into account the difficulty to change teaching practices, since "the academic career depends almost exclusively on research of a disciplinary nature, even throughout periods of curriculum reform such as with the Bologna Process in Portugal, where a pedagogical investment without precedents is expected from the teachers" (Vieira, 2009, 109).

In order to increase the focus on pedagogical practices in HE emerged in 2010 the project "Peer Observation of Teaching at U. Porto" ("De Par em Par na U. Porto"). This multidisciplinary programme involves teachers from different faculties and schools at the University of Porto and programme participation is voluntary. The observation process has three moments: a meeting, where the teacher gives observers noted information on the position of the course in the degree program and the type of class that will be observed; the actual observation of the class; and a joint reflection after the observation. Such programmes appear to have multiple effects that are revealed at different levels (Peel, 2005; Pêgo et al, 2013), not only for changing teaching practices, but also for the development of reflection with colleagues.

The project has been the basis for the exploring of pedagogical practices in HE. In this communication, are analyzed the data relating to curriculum development. This analysis aims to identify the effects of the program in terms of changes on the program contents or in the form of content approach, reported by program participants. Furthermore, we intend to identify the influence of the program on improving the curricular articulation in HE.

An impact study was carried out in 2014 in which several participants in the MPOT programme were interviewed. In the interviews, personal and professional data was collected, as well as data about the participation of the lecturers

in the MPOT programme. In addition, some perspectives about contributions of the multidisciplinary nature of the programme were asked. In total, 24 participants in different semesters of the MPOT programme were interviewed. After this search, an analysis of the context phrases was conducted in order to evaluate the consideration of the references for analysis.

Based in this analysis we were identified by the participants different results in the impact of the program under the curriculum development and curricular articulation. Were described by participants curricular changes in their disciplines as a result of participation in the program. The multidisciplinary component of the program seems to have, in this context, a key role since it allows contact with different scientific areas and different curricular practices. The fact that the teachers observe classes in different scientific areas is described as a positive aspect for the curricular articulation and, on the other hand, as a difficulty, because it does not allow observers provide feedback on the content of class observed.

3B | 9707 | The knowledge, skills and abilities of management course of teachers in decision-making course

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The text presents a reflection on the curriculum decisions taken by professors of administration course of a Brazilian public university, located in the city of Palmas / Tocantins, as part of a research carried out at the Institute of Education, University of Minho / Portugal. We aimed to characterize the knowledge, skills and teaching skills in the processes and curricular decision to practice in this course. Adopted the mixed methodology, making a combination between qualitative and quantitative approaches with application of surveys (questionnaires and interviews) and document analysis. The sample consisted of 20 teachers in a universe of 24 teachers and 180 students in 345 universe. We used the SPSS software, version 20 for measurement, organization, presentation, analysis and interpretation of data from the questionnaires. The results showed the problem of curricular articulation in plan of organizational decisions and curriculum practices in the classroom when the pedagogical and methodological policies do not fall in line with the knowledge and scientific skills and didactic and pedagogical teachers. Thus, the knowledge, skills and teaching skills were noted as difficult tract in the course of Administration. Teachers indicated the difficulty in articulating knowledge related to teaching ability and as a strategy identified the need for educational improvement concerning to develop the ability to interdisciplinary projects; to share with colleagues the knowledge taught in the classroom; to mobilize the knowledge of the contents to promote and enhance students' skills and technique; to know how to articulate the human and conceptual skills, relating the knowledge of educational theories to teaching resources and to learn to relate to the students. In this process, the perception of experienced teachers and students, beginning teachers occupy a place of apprentice of the experts experience. Students and teachers of Course differentiate their perceptions related to the articulation of the basic and specific content and its integration with different knowledge, for example, is more relevant to students than for teachers issues related such as the knowledge of Administration course concerning to the administrator's career; the theories of field focused on their training to motivate and help them reflect on the reality and take ownership of new knowledge and critical skills. The domain of theories focused on their training to motivate and help them reflect on the reality and take ownership of new knowledge and critical skills.We concluded that the Administration course curriculum must undergo profound transformation with regard to curriculum practice, linked to the knowledge, skills and abilities necessary for decision-making in the context of classroom curriculum.

3C | 9673 | Curriculum movements in higher education:(The Iranian experience)

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The curriculum research and practice in higher education in comparison with general education has passed different trend. We have a lot of research on conceptualization and theorizing of school curriculum and many scholars have generated a large body of expository literature about curriculum making, Curriculum theory and curriculum understanding. There is a very different story in curriculum debates in further and higher education. As a fundamental component of higher education, curricula have always received a fair amount of attention in practice and a few scholars have attempted to study the history of curriculum movements and models at university level. In other words, there have been a few studies on conceptualizing different aspects of curriculum, especially the evolution of curriculum field in higher education

One way of looking at curriculum movements in higher education is to categorize the assumptions underlying the curriculum reforms and revisions during the time. This paper, using a historical research method, tries to classify and conceptualize the history of higher education in Iran within one of curriculum discourses in higher education as follow:

- Cultural/Religious Discourse,

- Formalized/systematic Discourse,

- Decentralizing Discourse,

- Decolonizing Discourse

- Blaming Discourse!

This paper aims to discuss and share ideas on the latest findings regarding higher education curriculum as a new area of research in Iran. Based on research findings, there are some lessons to be learned from the past and move forward in Iran. Although transformation is an inevitable part of every curriculum system in higher education, undoubtedly contemplation and researches in this area of study shows that a collection of following items have had a prominent role in the failure of curriculum movements in higher education of Iran

- Higher education curriculum is a new area of study:

- Lack of theoretical knowledge and models based on scientific researches.

- Curriculum illiteracy/ Faculty members' pedagogical illiteracy

- Lack of curriculum culture

3C | 9579 | Debate as a practices in Higher Education curricula

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Mode 2 of Knowledge production is context-driven, problem-focused and interdisciplinary. Higher education curricula must organize themselves to warrant this mandate and provide teaching and learning approaches more cooperative and contextualized.

This new culture establishes mechanisms that allow individuals to improve and enlarge their knowledge in relation to its cultural capital. Debate is a technique that helps to expand the knowledge, not only of the individual but also

of society, as it allows putting into question or discussion the ideas of a group of people to find "coincidences" or differences on a particular topic.

This research aims to characterize the debate as a strategy to promote the participation of students in higher education and their learning.

Currently, some courses of the 14 faculties of the University of Porto used the "debate" as a pedagogical strategy for teaching. For this study we took into account: syllabus of subjects which are using the debate as a method of teaching - learning, the observations made by "De par em Par" program of the University of Porto as action of multidisciplinary training and the interviews to teachers that use debate in their courses, to achieve the research objectives.

There are pedagogical strategies that may be related to the debate, such as: forum, meeting in open space, collaborative work, interaction, dialogue, dialectic or deliberate. Each of these strategies, using different levels of criticism, shall be related with fields of science of each course and debates' uses.

Research is still on-going.

Nevertheless, study will characterize the uses of debate for learning purposes in Academia and shall discuss what would be the possible mechanisms of improvement to enter.

3C | 9759 | Integrating the prevention of gender-based violence in the curriculum design and development with high school teachers

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A violence-prevention curriculum has been object of research on curriculum studies since several decades (Bergsgaard 1997), but gender violence prevention had not yet received so much attention from this field of studies. In some countries, gender-based violence prevention is included in education for citizenship, in a wider view of education against gender stereotypes and prejudices (Salcedo-Barrientos et al. 2012; Andersson 2012; Cox et al. 2010). Similarly, several studies have provided evidence about the role of schools in (re)producing masculinities and femininities (Mils 2001) as a cultural ground for gender and domestic violence. The role of school education as regulatory or emancipatory has also been discussed since the implementation of compulsory schooling when educators believed school education would liberate oppressed social groups (Sala 2012; Ledwith 2007).

Nevertheless, less attention has been paid to teachers' education on the subject and even less, how to integrate these subjects without overload the school curriculum and the teachers' work. UNESCO (2014) provides a guide for teachers, but it does not discuss how to integrate these contents in a school curriculum avoiding to produce a collection curriculum (Bernstein 1996) or a bank education (Freire 1979).

Gender-based crime primary prevention is an innovative strategy on prevention of violence, and its relevance has been established for long time (Wolfe & Jaffe 1999). UMAR – Association of Women, Alternative and Response

created a primary prevention program where preventing violence at schools is the goal (Magalhães, Canotilho & Brasil 2007; see also Magalhães, Canotilho & Patrícia 2010), using action-research as the philosophy in the intervention. Parallel to this intervention, the team also provides regularly the data on dating violence (Pontedeira et al., 2015), articulating research, intervention and reflection in a programme that is intended to produce social change. Promoting violence prevention programs has to overcome limited time interventions, so UMAR is concerned on training education professionals to be able to prevent these types of crimes, promoting a primary prevention program at schools working with youth using art as methodology, to reach a peaceful society. At the same time UMAR implement the primary prevention program called "Artways – Educational Policies and Training against Violence and Juvenile Delinquency" on which students are the main target group. With Artways prevention is included in schools and curriculums of these youth are improved. At the same time we work with youth using art through discussion of movies, songs, promotion of paint and draw, using educative games and pedagogic strategies.

In this paper, we will present the analysis of teacher training programme of UMAR in partnership with the FPCEUP, providing evidences of the possibilities and the difficulties of integrating gender-based violence prevention in school curriculum.

Method: Using a field-based methodology in dialectic with critical analysis, this paper will present the analysis of the implementation of a teacher training programme on gender and domestic violence prevention. The data analysis will focus in the content of the training programme, the pedagogical methodology and evaluation, as well as the assignments elaborated by the teachers who attended the course.

3D | 9585 | Crossing the gap between high school and Higher Education: The gap year experience

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At a time of decision making crucial to their future many young people choose to step back from it and travel, explore the world, volunteering, learning about other cultures, postponing those decisions. In the moment between finish high school and enter Higher Education or the labour market they choose to took a Gap Year. Given this experience is possible for one to claim that the gappers will bring a different luggage which will make them look for the future with changed eyes. In this paper we will try to understand the way that this luggage, acquired with the gap year, influences the choices and the path of this young people in Higher Education system. This is a multicase study focused on former Portuguese gappers. In order to do this we will interview members of the institutions that fund and promote the gap year, participants in the gap year who are now in college and some family members or close friends that witnessed these changes. In addition we will also review the testimonials and photographic record of blogs produce by gappers with the purpose of understanding the way they lived this experience by analysing the types of situations they registered. Research is still on going. Nevertheless we expect to highlight this recent phenomenon in the Portuguese educational landscape and contribute to question how Higher education system is challenged by it.

3D | 9608 | Jazz ideals in education: A study on contemporary nordic jazz curricula

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According to a common jazz ideal, jazz solo instrumentalists and vocalists should be recognized from their characteristic and outstanding performances. It has been argued if this ideal is anymore present in contemporary jazz. Often higher jazz education is accused for making jazz sounding the same everywhere (see e.g. Nicholson 2005 and Wilf 2014). Developing of an original artistic expression, view and style is not stressed in the present jazz curricula.

I have published two academic articles on contemporary Nordic jazz curricula (Poutiainen 2007 and 2014). These researches drew from a relatively limited selection of curricula but could already introduce and report on certain interesting similarities and variations in higher jazz education in Northern Europe. I have recently updated this research and extended it to altogether nine educational institutions, to approximately 15 original or joint study programs that teach jazz or relate to jazz or jazz-influenced improvisation and pedagogy. This covers most of the acknowledged higher jazz and jazz-related education in Denmark, Finland, Norway and Sweden.

When studying the curricula I kept my focus in the way the developing of independence, individuality, originality, and self-expression was textually supported. First I traced the manners each curriculum supports the idea of searching, finding, and building an individual jazz voice, for example. This information I could gather by carefully reading all the syllabi and summarizing views on the amount and tone of the particular communication. Secondly, I pointed out the vocabulary that was applied for this purpose. A curriculum often attempts to employ a relatively limited selection of terms, and in regard to original jazz expression, I listed the words that appeared more frequently. Thirdly, I accomplished a comparison of all 15 curricula and set them to categories. My main objective was to track major differences and make evaluations and reflections on the textual support for education aiming to original jazz expression. In regard to research approaches, this study resembles closest the inductive content analysis.

I could formulate three study program categories: fixed, flexible and balanced. Far-reaching conclusions of Nordic jazz education cannot be made on the basis of curricula alone. Yet my comparison and analysis reveal some interesting emphases in educational goals and strategies. It also appears that some institutions have taken heed in the contemporary criticism of jazz education: They have just recently modified their approach to jazz education and make severe attempts in reflecting the common jazz ideal of originality and individual voice in their syllabi.

3D | 9738 | Understanding research in Social Sciences and Humanities through partnerships between Schools and the University

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Recent studies in scientific literacy and students' engagement with Science and Technology have revealed a global lack of interest for school science and its learning, most pronounced in girls and increasing throughout schooling (EC-Eurobarometer, 2010; Sjøberg e Schreiner, 2010). Additionally, there has been a decrease in the percentage of graduates in scientific and technological fields and the consequent reduction of human resources in these areas (Osborne e Dillon, 2008). This has been partially explained by a highly pronounced absence of understanding the nature of Science, of scientific research and of its interactions with Technology and with Society (EC-Eurobarometer, 2010). Some efforts have been made in terms of integrating the nature of Science and scientific

research in the proposed curricula and in the schools' textbooks and other teaching materials. But there is a huge void in considering Social Sciences and Humanities as a research field in non Higher Education schools and few, if any work about the conceptions of students about the specific nature of scientific research in these fields.

In this context, a study of 12th grade Portuguese students was made about their conceptions of the nature of Science, scientific research and research in Social Sciences and Humanities, through a mixed methodoly in which some items of the questionnaire "Views on Science-Technology-Society" (VOSTS) (Aikenhead, Ryan e Fleming, 1989; Canavarro, 2000) were used combined with face-to-face semi-structured interviews. This study was developed after a project in which the students were involved within a partnership between a Secondary School and a Faculty of the University of Porto, dedicated to Social Sciences and Humanities disciplines. In this project students were engaged in research studies in their schools about topics such as students' stress and students' transitions between schooling stages under the supervision of the University' researchers. So, this study was also intended at evaluating the students participation in the research studies.

The objectives of this proposal are to present and discuss some of the preliminary results of 12th grade students' conceptions about the nature of Science, scientific research and research in Social Sciences and Humanities, and also their evaluation of participating in research studies in Social Sciences and Humanities. Some suggestions to make Social Siences and Humanities more explicit as scientific and research field in school curricula will be presented.

4. Curriculum practices and discourses

4A | 9452 | Developing University teaching in health - Knowledge and practice: Experience as a postgraduate student

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It is at post-graduation level that university professors are prepared to handle educational matters in higher education. However, there has been more emphasis on scientific preparation compared to the pedagogical and didactical. Thus, it is necessary to relook at these issues, implementing post-graduation courses that consider the importance of a holistic pedagogical preparation and that aim at improving the quality of higher education. In this direction, the College of Nursing of Ribeirão Preto has created some post-graduation courses for providing graduates with an experience of learning pedagogical contents conceptually, procedurally and attitudinally. The objective of this experience report is to identify and discuss some conceptual, procedural and attitudinal elements in the implementation of a course for teaching development. So, this is a report of the experience of attending one of these courses wherein there were profound discussions about nursing pedagogical knowledge, procedures and attitudes that emerged during the meetings. In order to organize this report, it will be discussed according to the procedural aspects (the process), to the knowledge construction (cognitive-conceptual aspects), and to the attitudinal aspects (the interaction and the behavior of the participants of this course). During the course, the

indicated readings, the discussions, the mediation, all made it possible to sense the ressignification of teaching and of the role of a professor.

4A | 9588 | The curriculum of Brazilian public schools: The relevant knowledge in the teachers' perspective

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This paper shows the preliminary results of an on going research that aims to reflect about the knowledge considered relevant in Brazil to be taught in the Elementary School. Affirming the centrality of the specialized knowledge distributed in the school we aim to analyze the curriculum from this point of view - that of the knowledge presented as essential to the students' formation. As result, we expect to draw a picture of the different elements pointed by ten teachers in relation to the knowledge that should constitute the core curriculum to the Elementary School, in five subject matters: Portuguese, Mathematics, Science, Geography and Art. We bring some aspects identifed in their declarations, registered in semi-structured interviews. For the analysis of the results, the concept of recontextualization, developed by Basil Bernstein, is mobilized. This author points that there are agents located in two recontextualization fields in the process of recontextualization. One of them is the Official Recontextualization Field (ORF), created and dominated by the State; the other one is the Pedagogical Recontextualization Field (PRF). In the last, the agents can cause effects in the pedagogical discourse whether they have authonomy to do that. If that does not occur, only the agents of the ORF will shape the pedagogical discourse. The nature of the transformation of discourses in the construction of the pedagogical discourse will be different according to the balance between these two recontextualization fields. So, whether we want to grasp the process of recontextualization we need to take into account the aspects of the political context in the construction of the curriculum. The data brought and discussed in this paper are tied to the recontextualization agents that are responsible by the knowledge transmission in the school - the teachers. It is important to identify how they contribute to the constitution of the pedagogical discourses of the subject matters. We aimed to bring elements to recognize whether the teachers have clarity about the specificity of the knowledge from each discipline, about the boundaries between them and about the boundaries between the school knowledge and that from the immediate experience of the students. In this sense, the difficulty expressed by the teachers to define what constitutes the central knowledge of the subject matters they teach, as well as the unclarity identified by some of them in the curriculum proposals about what should be taught in the school seem to be important starting points for a deeper reflection to be developed by the curiculum theorists and designers.

4A | 9613 | Pedagogical approaches to oral history in schools: The case of two high school classrooms

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Using ethnography and case study methods, I present the work of two Greek-Cypriot classical studies secondary education teachers who used oral histories from the Cyprus Oral History Project (COHP) Archive (Christodoulou, 2014) as curriculum material in their classrooms.

Cyprus won independence from Great Britain in 1960, and has been roiled in ethnic conflict, violence, and division almost from the start, including the troubles of 1963-1967 and the 1974 Turkish invasion and subsequent occupation. For most Cypriots of every age, Cyprus still bleeds. That bleeding was the focus of COHP. Although tensions between the Greek-Cypriot and the Turkish-Cypriot side are low because of the partition, both sides remain pervaded by antagonistic biases, histories, and myths.

Oral history (OHA, 2012; Ritchie, 2003) has a significant role to play and unique meaning in the context of history classes in Cyprus. Thus far, students are being taught history partially and conventionally. In the two cases examined, oral history attracted and excited students who engaged deeply and authentically in reading the stories, discussing, and initiating new projects. With oral history gaining ground around the world and oral history projects, websites and material mushrooming, one may legitimately wonder why much of these materials have not yet made it into the school classrooms and the school curriculum. It is thus appropriate to inquire into how this material can be used in schools, become part of the curriculum (i.e. Ayers & Ayers, 2013) and contribute to students' education and growth. Such curricular innovations are presented in this paper.

Both teachers incorporated oral history material beyond the conventional curriculum and schoolwork. They both did so aiming to teach the conflict, refine students' historical consciousness, reboot their interest toward history learning, and to promote the concept of learning from other people's experiences. In the results and recommendations sections I discuss how an emphasis on nurturing sentiment over reason and the narrow use of analytic ways to interpret and understand oral history research data, and what historical events and moments can tell (Anderson & Jack, 1991; Hesse-Biber & Leavy, 2006; Portelli, 1997, 2011), did not fully allow for the creation of pedagogical spaces. This limited students' active responses and positive conflict (Davies, 2005), and, subsequently, the pedagogical, political and social dimensions of oral history. Using pedagogy of discomfort (Boler & Zembylas, 2003; Zembylas & Boler, 2002; Zembylas, 2010) is important in contexts similar to that of Cyprus in order to democratize history and understand political injustices. The pedagogical possibilities of oral history within the particular educational settings are analyzed.

4B | 9631 | The views of Estonian teachers on the curriculum development and curriculum documents: Struggle for autonomy

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Background

Two concurrent tendencies characterise the school curriculum development in many countries: the governmental control over curriculum has strengthened, whereas teachers are simultaneously encouraged to be autonomous curriculum developers and implementers.

This study introduces the views of 1035 teachers of schools of general education on the curriculum documents in force and on curriculum development procedures in Estonia. The aim was to study how the expectations of teachers' curricular autonomy have materialised in conditions of centralised curriculum policy.

Estonia, belonging to the Eastern Europe, is a specific educational policy context that is underrepresented in international curriculum discourse so far. The collapse of the communist block in Europe enabled to abandon the state monopoly in curriculum, yet retaining the state-based curriculum standards. Teachers were expected to become the main actors of curriculum reforms. Since 1991, four versions of the National Curriculum for the general education have been approved in Estonia. This imposed a need to investigate, what are the perceptions and expectations of teachers for curricular solutions, in order to see themselves as autonomous curriculum developers and implementers.

Methodology

A survey of a representative sample of Estonian school teachers (1035 class teachers and subject teachers altogether) was conducted in 2013. This paper analyses the respondents' answers to eight open-ended questions included in the questionnaire. All open-ended responses were systematized and coded into numerical values coded on binary scale assigning value 1 for approving answers and 0 for denying answers. The distribution of responses argued the presence or absence of autonomy was compared.

Results

We used cluster analysis for analysing teachers' responses by groups defined by their age, teaching experience, and workload. The clusters were average teacher (N=484), experienced teacher (N=82) and relatively young teacher (N=337).

Statistically significant differences emerged between teachers' groups in two open-ended questions: "What do you like most in the curricula in force?" (p = 0.045) and "What do you like least in the curricula in force?" (0.017). On the basis of arguments for and against, the experienced teachers were less satisfied with the wording and with the methodological guidelines presented in curriculum documents, but were less than younger teachers concerned with curriculum overloading. The younger teachers evaluated the teachers' curriculum autonomy accentuated in the documents much higher than the experienced teachers, and found the methodological guidelines more helpful. We conclude that for materialising in practice, the struggle for teachers' curricular autonomy needs to take into account teachers' different perceptions of what 'curricular autonomy' means. The length of teachers' experience is potentially an important aspect in these differences. Whereas experienced teachers tend to perceive autonomy rather as a curriculum activity without state-imposed prescriptions, younger teachers tend to expect autonomy emerging from the guidelines in curriculum documents. Different concepts of teachers' professionalism and professional autonomy (e.g. A.Hargreaves's Four Ages of Professionalism and Professional Learning), may be useful theoretical bases for the

4B | 9453 | Educational terminology misusage by professors in nursing undergraduation: Review

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It is known that there are many dilemmas involving teaching in higher education. In health, there is strong influence of biological teaching models in which humanistic concerns are disregarded. Knowing that the processes of teaching-learning are influenced by educational philosophies of various origins, how is it possible to take the challenge of assisting the construction of a Health System without sufficient tools to understand and operationalize teaching methodologies for preparing critical-reflective, autonomous, conscious, and committed professionals to help consolidate the Brazilian Unified Heath System? This study aimed to discover which pedagogical trends have permeated the educational conceptions and practices of nurse-professors in the teaching and learning process of Brazilian nursing undergraduates. Thus, this research is based on a systematic review of the scientific literature. Results showed positive and negative situations in relation to nurse-professors' pedagogical approaches and conceptions. It is perceived great use of educational terminology without deep discussions to understand them, resulting in indiscriminate use of terms to refer to the teaching performance - which often do not match the conceptual usage. At the end of the study, conclusions show that the pedagogical trends end up being a

reproduction of incoherent practices of nurse-professors, corresponding to those basic education experiences of teaching practices.

4B | 9621 | Achieving curriculum goals through outdoor play – a Portuguese case study in a daycare group of two year's old

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The official Portuguese documents that guide early childhood education recognize the outdoor space as an educational environment, where many opportunities for learning emerge. In the pedagogical guidelines for daycare (from zero to three), opportunities for movement, sensorial exploration, contact with natural life and socialization are viewed as vital dimensions for young children's development. However, it seems that there is a gap between what is recommended by theories and normative documents and what is implemented in practice. In Portugal the valuation of outdoor playing experiences is reduced and there is little scientific research in this area. The outdoor spaces in childhood education seem to be little invested, exhibiting a reduced and standardized supply of stimuli. The pedagogical practices are still very focused on what happens inside the classroom and the time spent outside is reduced, serving as an "interval" to the "true" educational activities.

Since the outdoor spaces of educational settings can be identified as the very few places where children can still play outside, contacting with Nature and interacting spontaneously with peers, it's possible to assume the importance of reflecting upon the need for educational policy changes, in order to promote a better use of outdoor spaces as educational contexts.

In this paper we aim to explore the educational potential of outdoor spaces, through the development of a case study with a group of 14 children with two to three years old. Children's play outside was recorded during 10 months and it was analyzed according to three educational goals: development of self-esteem and security; development of curiosity and exploratory impetus; development of social and communicative skills. These three dimensions are established in the national pedagogical guidelines for daycare.

In addition to the observations, it was developed a collaborative work with the adults responsible for the group (early childhood teacher and educational helper), in order to progressively improve the pedagogical practices. Through observation, reflection, action and evaluation, the outdoor area was improved and different activities were developed, according to children's interests and needs.

The main findings of this work show that the outdoor can offer an important contribution to the development of educational goals. The adult role is essential in this process, in order to create the best outdoor play conditions for each child. Developing a quality pedagogical practice in the outdoors demands an attitude of constant reflection and evaluation.

The case study presented can give an important contribution to the understanding and valorization of outdoor play in Portuguese early childhood settings. With no desire to generalize the findings, this study illustrates quality outdoor practices and shows how an outdoor curriculum can be fully incorporated in daycare routines.

4B | The professional teaching practices transformation with reference to Telessala^{TM} Methodology: "A case study of *autonomy* program from their educators biographies and narrative of life"

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The purpose of this summary is to present in the European Conference on Curriculum Studies, inside the theme practices and speeches, the research project developed in the Doctoral Program in Educational Sciences at the University of Porto, which aims to understand and analyze the changes in pedagogical practices of teachers who worked on the Autonomy Program in the state of Rio de Janeiro, between 2009 and 2014, from the use of TelessalaTM Methodology, a face proposal, mediated by a teacher who uses the books and Teleaulas for Elementary and Secondary Education from TELECURSOR.

The importance of writing on this subject came up during the last six years I worked as an educational consultant for the Roberto Marinho Foundation in projects and public policies of studies acceleration and school age correction for youth and adults of Brazilian public schools in partnership with Cities and States governments, including the Autonomy Programme, in partnership with the Education Department of Rio de Janeiro State, where I prepared professional training guidelines, realized teachers continuing education, visited school classes, interviewed school principals, register testimonials from students, registered field reports and consolidated synthesis of this visits.

In general, the TelessalaTM methodology has as theoretical assumptions a conception of education as a practice of freedom/autonomy/citizenship, from Paulo Freire's ideas (1967, 1987, 1993, 1997, 2009, 2009); a theory of learning and knowledge, based on the concepts of complexity of Edgar Morin (2002), competence of Philippe Perrenoud (2000), the proximal development zone of Lev Vygotsky (1991) and the theory of multiple intelligences of Howard Gardner (1994); a concept of transforming evaluation, according Thereza Penna Firme (1980, 2004); and a conception of teaching learning where the teacher is formed to assume the role of educational mediator.

The methodological approach being the qualitative because it is a work that seeks to understand a complex reality, the choice of case study method appears to me clearly because it is deepening a specific subject matter, the Autonomy Programme and the Methodology TelessalaTM, and I need to describe it in detail, contextualizes it, conceptualize it, and theorize it to interpret it in depth, in order to renew existing perspectives and discover new problems of education.

The main data collection instrument will be Memorials of six female teachers and their records will be crossed with contemporary accounts, obtained through semi-structured interviews and focused group discussions. As an analytical procedure will be used the content analysis technique, which aims to answer the initial question: assuming that the TelessalaTM Methodology transformed the pedagogical practices of teachers who worked in the Autonomy Programm in the state of Rio de Janeiro, between the years 2009 and 2014, which contributions that this change can offer to improve teaching practices inside or outside the classroom, in regular schools or other educational settings and thus to the quantitative improvement (reduction of evasion) and qualitative (teaching and learning) of basic education.

4C | 9640 | From Expected Curriculum to operational curriculum: pathways, spaces, agents for curricular (re)configuration and visual education discourses

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The school curriculum is characterized by continuous changes along its path from its theoretical conception to its materialization in the real skills acquired by students. In this paper we present a study where some factors leading to discrepancy between the official curriculum and the operacionalized curriculum were observed. We discuss possible causes for that and the (im)possibility of influencing from their key stakeholders: students and teachers.

The objectives of the study include observation of Visual Education curriculum transformation in the implementation process and identification of key areas and agents of these transformations through classroom narratives.

The methodology used in this study is qualitative research - case study - with the following data collection methods: semi-structured interviews with teachers and students, observation of classes, analysis of student drawings and of institutional/curricular documents. The participants were secondary school students and visual education teachers.

Key results identified the following agents in curriculum implementation:

Ministry of Education (curriculum guidance for curriculum goals and assessment, particularly through national examinations);

School (administration) and disciplinary groups (curricular goals proposed by the Ministry of Education);

Teachers (lesson plans, complementary curriculum activities and assessment (continuous/formative/final) results of the students);

Students (classroom activities and real final results/acquired skills).

Despite the characteristic of Portuguese centralization to implement curricula there are several factors that lead to transform the intended guidelines and interpret curriculum contents in an idiosyncratic way. One of these factors is considered to be the initial training of visual education teachers who have professional heterogeneous qualifications (in architecture, painting, sculpture, design, art history, etc.) and training/teaching experience often insufficient. Others are related to the features of the school and students (individual and socio-cultural particularities, skills, attitudes, etc.).

Furthermore, there are sensitive issues related to the implementation of the curriculum in the transition levels from primary education to secondary levels (second cycle and third cycle of basic education, where students have to change from one school building - and school system, to another). Teacher training is considered to have a strong impact also in the teaching strategies developed in the classroom, resulting in incoherent or fragmented exploration of skills.

Teachers and students' perceptions

Teachers consider the need for better clarification in the realization of objectives, content and skills according to the different levels. They stress the current technicist approach of the curricular goals and the students' interference in the lesson plan. While the students suggested a need for diversification of methods and contents proposed in classes.

Conclusions

It seems that curricular (re)configurations are the result of objective and subjective factors as intrinsic curriculum setbacks expanded by heterogeneous training of teachers and suggest the need for updated initial and continuous teacher education adjusted to the curricular and social needs to construct strategies for the development of skills in Visual Education.

4C | 9644 | Prisoner subjectivities and curriculum in the context of the "Cyprus Central Prisons Educational Programme" 1946-1976: Tensions, transformations and continuities

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This study focuses on conceptualizations of 'curriculum' within an idiosyncratic context through the exploration of the Educational Programme offered to the student-prisoners of the Cyprus Central Prisons, the "only prisons in Cyprus" from 1946 to 1976. More specifically it discusses some of the tensions, transformations and continuities between a) the general aims of schooling and education in the prisons as compared to those of education outside the prisons, b) the structure and content of the Educational Programme, including the 'School Classes' strand c) the structure and content of this 'School Classes' strand, and d) the colonial and independence periods, since Cyprus gained independence from the British Empire in 1960. Adopting a radical historicist approach, the study focuses on archival material which includes files and official records of the Ministry of Education and the Ministry of Justice, prison regulations, reports by the teachers and the prison superintendents, curricular documents, newspaper articles, correspondence and meeting minutes. Drawing on the foucauldian notions of discipline and governmentality, the analysis explores the formation, through texts and practices, of the student-prisoner subjectivities as docile and self-governing subjects and seeks to understand attendant tensions, transformations and continuities. The analysis indicates that the aims and content of the curriculum offered in the prison context was different to those of General Education outside the prisons. In terms of the structure of the Educational Programme, the Vocational Education strand, was dominant because of its assumed connections with the social and professional re-integration of the student-prisoners after their release. However, this strand was always combined with other strands like 'School Classes', 'Physical Training', 'Social Training' and 'Religious Training' as well as 'Recreation". Even though these strands were provided to all prisoners, differences emerge as the prisoner population was classified in categories such as young or adult prisoners as well as literate or illiterate prisoners. As far as the 'School Classes' strand is concerned, the curriculum consistently covered a number of school-subjects with an emphasis on Languages (Greek, Turkish, and English) Mathematics and Civics, since a key aim was the formation of subjects with 'basic skills'. Gradually, but suffering several discontinuities, school-subjects like Art, Music, Geography and General Knowledge were added. During the first years of independence the 'School Classes' strand seemed to be of lower status than the 'Vocational Training' strand. This appeared to be changing in the early seventies, when a shift in the rhetoric was observed: the general purpose of the 'School classes' strand was reformulated as being the intellectual, rather than the social value of education, assuming a subject capable of/entitled to academic education rather than a subject-worker. However, this shift was not reflected in the selection of school subjects which remained stable. These tensions, transformations and continuities are interpreted against the background of the sociopolitical context, especially the shift from a colonial to a post-colonial state and the ensuing politics of identity.

4C | 9655 | Culture expressions in taching activity: An experience in Pantaneiro core

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This research aims to understand the formation of the women teachers who work in educational spaces in Pantanal region of Aquidauana and Corumba cities in Mato Grosso do Sul explaining how is the appropriation of culture that permeates the educational process. This is a qualitative study based on the theoretical and methodological framework of History Cultural theory represented by Lev Vygotsky and his followers. They have been establishing dialogues with different areas of knoledge, Anthropology, Philosophy and Sociology at the prospect of conceptualizing culture in different aspects and contexts. As instruments for data collection it was used the documentary analysis the Pantanal core schools creation Project where work twelve teachers selected for this study, as well as visits to schools and semi-structured interviews. We believe that there are spaces with specific characteristics, in this way, it breaks up with the idea of an abstract and singular subject, but without being in relationship and interaction with the culture and the social. Therefore, it reinforces the representation that women teachers constitute themselves in the relationships established in the course of the activity performed in a dialectical process. It is wisely to think that the teachers are building lives and places who engage in their own history and therefore in the history of the other. Thus, they value the school, their students and the Pantanal, as space in which they build their profession, constituting themselves as a person and as a professional. We recognize that there are several cultures that intertwined represent the unique subjects and their universal contexts. The Pantanal and their women teachers with their educational practices is one of those spaces.

4C | 9660 | Initial formation of teachers through distance education in Sergipe: Curriculum and unfoldments

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Distance education has a long and diversified trajectory in the world. In Brazil, the creation of this modality is recent. Instituted in 2006, the initial formation of teachers through distance education in the country was implemented through the Open University in many public institutions of higher education. In Sergipe, state located in the northeast region of Brazil, teaching degree courses have been offered by the Center for Distance Higher Education of Federal University of Sergipe. In 2007, the University offered seven teaching degree courses and only three courses had students that finished their graduations: three in Chemistry, eleven in Portuguese and forty in History. To implement these graduation courses, it is indispensable to consider the importance of curriculum as a document constituted by historicity and its study enables to rescue forgotten practices, silenced discourses, that benefits the comprehension of historic continuities and discontinuities. Considering the lack of investigations related to the curriculum of teaching degree courses executed through distance education, this research aims to investigate how pedagogical practices from distance curriculum propositions occur, considering egress students of the first classes from Portuguese and Chemistry at the Federal University of Sergipe, graduated through distance education. This is an investigation guided by a qualitative approach, with the use of thematic oral history methodology by the gathering of narratives. For this research, all of the egress students in Chemistry and nine Portuguese teachers were interviewed, besides a documentary analysis. To envisage the data treatment obtained from the narratives, theoretical and methodological assumptions of Content Analysis were adopted. Our first

observation is that the Chemistry and Portuguese curriculum, in distance education, are analog to the respective classroom courses, as in the disposition of the subjects as their workload, despite the differences between classroom and distance educations. Another aspect is the evident maintenance of technical rationality model, distinguished by the ranking of knowledges through the provision of "content" courses in the most part of the curriculum, leaving to the end of the graduations the courses that focus on the usage of basic knowledge and its practical application, such as, for example, teaching practices. The collected narratives signal that the execution of teaching practices, for example, was literally individualized, considering that the graders counted on few orientations of the University professors and the supervisors teachers of the institutions where the graders had teacher training. The testimonies also indicate positive impacts of this formation in personal and social dimensions, especially for being able to access higher education in countryside areas, where it was not possible before. This study observes the potentialities of education public policies, provided through teacher formation in distance education, despite the necessity of emergency adjustments, as in curriculum scope as in its application.

4D | 9664 | Experienced teaching practice: The discursive movement between curricular projects and the supervised trainee program

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This article aims to analyze the discursive movement through the meanings of the supervised trainee program in curricular projects of two Pedagogical Courses in Brazil and the meaning built by teachers in graduation process and with experience in teaching. For such we start from the understanding of trainee program as an element that contributes for the creation and reflection of teaching practice and as a curricular axis that goes through graduation, allowing the students to research themselves. Beyond that, we used for our basis a comprehension of a teaching practice as being full participant of the pedagogical practice and is directly linked to the duties of a teacher, such as teaching in a dialectic relation with schooling. The research is based on a qualitative approach, also bringing up the Discourse Analysis as method and theory, a theoretical-methodological perspective to allow inserting the meanings built in a historical context that influences the way those meanings are created. Regarding the methodological procedures, a documentary research of two curricular projects (PCC) was used, also a private and a public institution located in Pernambuco's interior in Brazil, and interviews with teachers with at least five years of experience in the area (teaching pre-elementary and elementary school), which allowed us to access the relations between the "thought" curriculum and the one who was actually lived, comprehending that no discourse is isolated, but it is made in an interdiscursive extent. So, as a result, we identified the materialization of what we call a meaning network, since the projects and the teachers showed connections between the discourses produced. We could realize the recurrence of some statements, such as: the trainee program as an approach possibility with the occupation, as a reflection of the teaching, as a living possibility for other realities/ educational context, and as a path for changes/ transformation of the teaching practice.

4D | 9704 | Sayings and writings about gender and sexuality in the curriculum: The training path of pedagogue

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This study examines how to present the categories gender and sexuality in the formation process of the educator from the political-legal document that guides the formation of this professional: the curriculum. The purpose of this research was investigate teacher education related to gender and sexuality issues, from its conception and curriculum development in the School of Education at Federal University of Maranhão, São Luís, MA, in order to highlight the theoretical-methodological guide that orient the initial formation of the educator. We seek, with methodological support of discourse analysis, as proposed by Foucault, to understand the subjective processes found in the studied documents, their political choices and how they treated the themes gender and sexuality. Was used as a methodological procedure literature and official documents that regulate the formation of educators in national and local levels and its reflection in educational process, and the final work of Education students, which made possible question and understand the object. The study shows up the discourses that legitimize knowledge and power in the formative spaces, field in which gender and sexuality are secondary issues as knowledge areas and human development. We highlight the categories as a sine qua non condition to the formation of people that will be enablers of the emancipation of others.

4D | 9736 | School subject community in times of death of the Subject

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Studies on the history of school subjects (HSS) started by Goodson are one of the most productive investigative developments in the critical theory of curriculum. Through these studies, the epistemological conception of the school subject (SS) is questioned. The SS is then understood in the power dynamics of a specific community that supports and sustains it - and is sustained by it. Through this notion of SS, investigations in curriculum policy also become more complex, as far as it becomes important to investigate the role of contextual differences in policy due to disciplinary perspectives. In the works of our research group in curriculum policy, the notion of subject community is exploited productively in different dissertations. We strive to question the determinism of a power center over curriculum policies, as well as the postulation of a subjectivity capable of transcending any and all determination. We argue that there is no predestination that places a subjectivity/identity in a condition of political subjectivation a priori, outside the battles for significance. In turn, we agree with Goodson that subjects are part of how teachers enunciate their identities. Because of these processes, SS boundaries become even stronger. Thus, if Goodson´s theory is positioned in relation to structural concerns and, therefore, organized with socio-historical conditions for the explanation of the phenomena, we consider relevant to deconstruct this conception of SS, to the extent that we propose to include other subjectivity senses through post-structural theory. With our perspective directed to the subjectivity in context of post-structural and political-curricular thinking, guided by theory of discourse, we discuss the possibility of thinking about the subjectivity of a subject community. If, in the post-structural record, the subjectivity is not understood with fixed identities, how can one think the significance of subject community? We theorize about the understanding of a subject community in a discursive approach, particularly concerned with the theoretical and strategic possibilities of this notion in the research of curriculum policy. We argue that the subject community is a contingent result of a discursive articulation. It is not the set of primordial knowledge to be appropriated by members of certain groups that, without which it would be excluded. It is not the group of professionals with the same training that are organized in defense of their interests and career. The subject community is the set of subjectivities formed by provisional operations in the discursive field named disciplinary. The community and the subjectivities/identifications do not have a source, a genesis. They are contextual illusions. Knowledge is built up while disciplinary subjectivities are also. Practices and knowledge are

always political, because they are always submitted/constructed through disputes over interpretations. It is through different disputes that discursive communities (not discourse communities) are organized, while simultaneously organizing disciplinary identifications. Contextual demands are articulated in face of the representation of a name as a threat to meeting these same demands

4D | 9636 | Curriculum and curriculum contextualisation: Theory and practice of student teachers

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With the economic, social and cultural changes in the globalised world today, the school becomes a stage and a place of encounters among different cultures. It needs to be viable with regard to training individuals with cognitive and social skills, preparing them to face the reality of everyday life and to be able to produce their own stories. The required educational paradigm must be capable of providing individual(s) with a set of abilities and competences which will enable them to learn continuously throughout their lives. For this to happen, the teaching-learning processes must be centred on the students such that they may become the builders of their own knowledge and not focused on processes of accumulation and reproduction of knowledge from the perspective of a uniform curriculum. The curriculum should not, therefore, be considered from a normative and prescriptive perspective, but rather as a project covering the different interests of the educational agents participating in the process.

Consequently, we will talk of curriculum contextualisation, a polysemous concept which needs to be clarified in conceptual terms. We associate this concept to the territorialisation of the curriculum proposed at national level, which favours activities and learning experiences that are familiar to the realities of students, so as to increase successful outcomes for all.

In geographical education, one of its key concepts is space. The originality of geographical reasoning resides in exercises of conceptualisation and confronting problems at several scales, preparing students to better "know how to think about space" and to consistently "act in the environment in which they live".

The problems studied should be approached in an active manner, because students, when confronted with concrete problems, should be able to idealise solutions, employing geographical knowledge, procedures and techniques. It is important that the students' territories be taken as the point of departure and arrival for the didactical pathway, alternating learning in specific spaces and different territories throughout the world, at different scales. In other words, when studying geographical themes, one should go from the local to the global and from there back to the local. The concern with attributing meaning to contents studied in the classroom, relating them to their daily lives and experienced reality, also encompasses the idea that elements of a broader, more global reality can be found in the local place.

This paper intends to present a study we have been conducting into the extent to which the practices followed by geography student teachers are interpretations of the geography curriculum guidelines, aimed at developing geographical education. To what extent do they contextualise the curriculum, or not, when developing geographical education. Even though their training has been directed at promoting such a contextualisation, the truth is that, in practice, it has not really been applied.

4E | 9742 | The curricular demands of the Penguin Revolution in Brazil fighting for quality education

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Identify and analyze the articulate curricular demands in the discourse of the social movement known as Penguin Revolution, who struggles in order to achieve a free, egalitarian and quality education for the Chilenian. Based on the curricular theory developed by A.Lopes and B.Macedo, and the theory of the discourse developed by Ernesto Laclau in society with Chantal Mouffe. Understanding that these demands are inserted within a broader group of distinguishing demands whose antagonists are the government's neoliberal project, represented by the "Concertación de partidos por la democracia". In this way, there are two discursive chain: on one hand, the student's discourse is built on the demands of quality and equality of the education, specifically the curruculum reform demand. On the other hand the Chilean government that has hegemonized temporarily certain discourse on what is quality education.

They both try to establish their own meaning for "quality" in education, developing a war of representations. I sustain that the broadening of the discourse chain, due to the incorporation of the new demands representing different social actors, has allowed strengthening the movement of the Penguin Revolution, which has permitted the articulation of a chain of equivalences between the demands which has led this discourse to remain hegemonic through time

Among the curricular demands of the student movement, we can point out the demands to the curriculum that should have been implemented, aiming to replace the previous curricular model, which was considered to be functional to the neoliberal model, situation that was debated within the movement itself, mainly among those who proposed a centralized and standardized curriculum at a national level, model proposed by the most conservative wing of the movement (CONES) and those who reinvidicate a descentralized curriculum with emphasis in the community, led by the most radical wing of the movement (ACES). The full schood day (JEC) also starts to be questioned, to reformulate the technical-professional curriculum for one more in line with the market demands, one wich would offer real possibilities of employment. In addition, reforms to the main systems of centralized evaluation were proposed; SIMCE and PSU, even the elimination of the last one as college selection system, as well as the return of the subject of civic education in the curriculum, curriculum reforms to physical education, or the incorporation of content related to the exercise of democracy across the board in the curriculum.

Precisely thanks to the constant addition of new social demands. In this sense the signifier "quality" of the education has turned into a empty signifier, unable to represent temporarily the totality of the social movement. This is, the totality of the demands registered in the articulatory chain. In this way, the political struggle of the Chilean student movement for a quality education has put on the national debate the issue of the education, periodically setting in motion the society, and achieving important transformations within the structure of the national education system.

4E | 9580 | Brazilian superior education: The new curriculum structure of Federal Universities

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The Brazilian public higher education system in recent decades suffered the academic restructuring, especially curricular. Universities in Brazil are divided into institutions maintained by federal, state and local governments and institutions maintained by the private sector. In this work, we emphasize the curricular changes in Federal

Universities maintained by the Brazilian government. In 2010, it was implemented in Brazilian federal universities the Interdisciplinary Bachelor. This new curriculum proposal, prior to its dissemination on a large scale, was experienced at the Federal University of Bahia and Federal University of ABC. This new "curriculum architecture" denotes a general training and flexible to the individuals, and structure three training cycles. The first cycle comprises in general education, giving opportunity to pursue the other cycles, this mode lasts one year. The second stage corresponds to the specific formation, allowing the individuals, after two years of study, to obtain a license to teach in the area chosen. The third cycle provides the academics with artistic and professional graduate with specific duration for a Master's Degree and a PhD. At the present time, there is the interdisciplinary bachelors in seventeen Brazilian federal universities, which are distributed into the large areas of knowledge such as Humanities, Mathematics and Health Sciences. To perform this article the systematic review of the literature was used, based in the master's thesis which will be presented by the author at the State University of Campinas (Unicamp). In this sense the data presented are part of a consolidated research.

4E | 9676 | Exploring a Model to study levels of Experiential Curriculum: A phenomenological Approach

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Despite a few related attempts, little work has been done "theorizing" experiential education in the curriculum. The field of curriculum theory is well suited to help both deconstruct and reconstruct the ways in which experience is being utilized in education. This article considers lived curriculum from the standpoint of higher education. It has been argued that, to date, too little work has been undertaken interrogating the usage of the term "experienced" in curriculum theory. This has resulted in a relatively homogeneous and simple construction of the role of experience in higher education that misrepresents both the complexity and the level of "contestation" in the discourse.

In an attempt to begin to address this problem, using a qualitative research method, it has been tried to conceptualize four different conceptions of curriculum as main idea for exploring the experienced curriculum as a new and high potential concept of higher education as well as curriculum theory. Each of the four three curricular conceptions have been discussed in terms of their defining characteristics and the assumptions and related models in higher education. It has been concluded with a call for more theoretical and philosophical work in the area of lived curriculum and a proposed model for study of this type of curriculum has been elaborated with respect to the following components:

1. Levels of Experiential Curriculum

2. Soft and hard levels of experiential curriculum based on accessibility

3. Target groups: Main and Marginal

4. Influence coefficient

5. Applications of Experiential Curriculum model in Higher education

4F | 9633 | Group work as a factor enhancing curriculum integration in primary education

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In the current educational system, the 1st cycle of basic education (1st CBE) [year 1-4] is characterised as providing a comprehensive education, with the aim of achieving integrated and interdisciplinary knowledge, capable of developing basic skills in Portuguese, mathematics, science and social studies and artistic expression (Ministry of Education, 2004).

According to decree-law, n.º 241/2001 of 30 August, the 1st CBE teacher develops the respective curriculum, mobilising and integrating the scientific knowledge of the areas upon which it is based and the skills required to advance student learning. Therefore, strategies to motivate integrative activities, where students have the opportunity to share ideas, opinions, and experiences as well as possible solutions, should be sought.

The aim of this paper is precisely to understand whether methodology of group work can be an enabling strategy of 1st CBE curriculum integration. To this end, we sought to ascertain the opinion of teachers with regards to group work – whether they consider it important, if it is a common practice in implementing the curriculum and in which curricular areas it is used most often. We also wanted to examine whether teachers use to group work as a strategy for curriculum integration in the classroom as well as the main difficulties they felt.

Empirically, we carried out descriptive research with a survey by questionnaire which was prepared for this purpose. It was applied to 1st CBE teachers working in a school group in the municipality of Viseu schools (central region of Portugal). This was a convenience sample of 43 mostly female (90.7%) teachers, aged between 30 and 59 years.

The data obtained showed that teachers attach great importance to the methodology of group work, but use it with variable frequency in their classroom teaching practice. They also indicate that group work, including pair work is a widely used strategy for curriculum integration in the 1st CBE. Nevertheless, some obstacles to this practice are identified as the vast syllabus of the 1st CBE, importance given to preparing for exams and the excessive number of students per class.

These findings may be important to help envisage changes to the organisation of schools and teaching activities, counteracting the compartmentalised organisation by subjects which tends to persist in the 1st CBE.

4F | 9637 | Quality of the teacher-student interaction in primary school education: From experiential dialogue to emotional education

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The quality of the dialogue that is developed in teacher-student interactions can enhance the listening, sharing, recognition and understanding of emotions. These are dimensions leading to an improvement of the teaching-learning process in the classroom context and consequently the development of a work at the level of emotional education of children.

The teacher-student interaction that creates the necessary conditions for successful emotional education is the focus of our project. The experiential dialogue / sensitivity is the dimension we pretend to study and comprehend the indicators of authenticity, acceptance and empathy.

The sensitivity that is present in experiential dialogue presupposes attention and consideration of the child's needs contributing for a qualitatively higher educational intervention and giving the student emotional skills for a suitable integration.

It will be developed a qualitative research with exploratory and descriptive study inserted in the phenomenological-interpretative paradigm.

This study will reveal the perception of a sample of Portuguese teachers about the student-teacher interactions that support a successful emotional education therefore giving us data to understand and analyse the strategies to promote emotional education in schools.

The study takes place in two phases.

In Phase 1 was conducted a preliminary study that consists of the construction, validation and application of a questionnaire to 100 primary school teachers of the centre of the country. In this phase we intend to know about the perceptions of the primary teachers in this subject.

In phase 2, based on the results of phase I of the study, will be will be taken focus group interviews with a smaller sample of teachers as well as working with situation narratives.. These sessions will be designed, implemented and evaluated according to the needs and conceptions identified in phase I of the study. In this phase we intend to produce a broader and more in-depth understanding of the subject. It is proposed to question, discuss and develop with the teachers a basic structure of work in emotional education for primary school promoter of teacher-student interaction and pedagogical management of feelings and emotions conducive to development emotional skills in children.

This investigation aims to bring a contribution to the promotion of emotional well-being of children and teachers in the classroom. It is funded by the Foundation for Science and Technology (FCT) and supported by the - Research Centre for Didactics and Technology in Teacher Education (CIDTFF) in the University of Aveiro.

4F | 9688 | Space, time and childhood: A debate about mediated artifact Barbie

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This study investigated how and what Barbie wants to teach children about the contemporary post-modern capitalism world through analysis of two films, Barbie: A Estrela do Rock (1987) and Barbie: A Princesa & A Pop Star (2012). We aim to understand the relationship established between the Barbie and the binomial time and space within the post - modern. We understand that Barbie, despite sharing the characteristics and physical features of an adult, is clearly commercially directed at a child target audience. Therefore we turned our attention to establishing a link between the contemporary, consumer society, childhood, space and time and we related these elements to the visual language and to the cinematic aesthetics. Children are meant to see Barbie as an archetype of the woman they aspire to be in the future. It is a character who not only teaches them rules of fashion, but an

entire lifestyle and behavior, and also teaches them a way of seeing and being in the world. Barbie supposedly always seeks to teach good ethics to its target audience. Thus, our intention with this work was to analyze the filmic artefacts in order to understand the subtleties presented through them and to provide elements of reflection in education that are especially trying to understand the extent of the teachings given by Barbie. These artefacts need to be considered as more than just superficial beauty, kindness and generosity. Our research identified that Barbie is a character that teaches children about the contemporary world. And this, thanks to the invention and reinvention of the capitalism system, still seems important to teach girls to feed the dream of being a princess and dressing themselves in pink dresses. So, we can see how Barbie became a globalised protagonist as a consequence of this capitalism that wants to be constantly established and reinstated. And Barbie has been performing its function masterfully, stimulating increasingly its audience, especially the children to strengthen their capitalist interests; generating consumption in accordance to the characteristics that underlie the post-modern society.

4F | 9674 | "- Can we go play now?" - the social construction of the child as preschool pupil through curricular practices in the kindergarten

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The emergence of discourse quality in education in the 80's has also been reflected within the field of early childhood education, in the form of research, measurements, standards and guidelines for 'good practice', such is the case in Portugal, of the publication of the Curriculum Guidelines for Pre-School Education (1997).

More recently, the assemblage between the discourses of the quality and of the excellency, effectiveness and efficiency, generate impacts on Early Childhood Education (ECE), whether in its most visible forms of more policy measures aimed to increasing formalization of the curriculum - Curriculum Management in Education Preschool - contributions for its operationalization and Goals in Early Childhood Education -, either locally in the ways the curriculum has been practiced by kindergarten teachers. The growing concern with the transmission of preliminary knowledge and contents on reading, writing, math, science and/or English via intensive use of school manuals or "play"-pedagogical activities, expresses new forms of (des)regulation in ECE, characterized, among others, by a collection curriculum, homogenization of children's productions and reduced time to play.

There is already research about the effects of the CGPSE [OCEPE] implementation and other policy measures through the curriculum practices of kindergarten teachers, focusing on their views. However, little or nothing is known yet about how children, and from their own perspectives, live and experience on their everyday in the kindergarten, having also something to say about it.

In dialogue with the Sociology of Childhood and Curriculum Studies, and in the understanding that the curriculum is not a given fact but a social construction processed through a network of inter relations and intra-generational contextualized, where multiple logics, interests and cultures - educational, children, media, global -, confront each other and in which children actively participate, this paper will present results from the analysis of curricular practices with regard to their relationship with the peer cultures, questioning the management and the space-times' social uses, the proposed activities and their implementation and the children's positioning, statements, critics and contributions the positioning of children, in their statements, critics and contributions.

By observing kindergartens in Lisbon and Oporto was possible to detect an increasing transformation i) the curriculum practices in the daily life of kindergarten with particular emphasis on management of space-time vs.

educational activities, observing a longer time for the completion of propaedeutic activities often with the use of specific manuals, to the detriment of other spaces-times for free expression and playful activities; ii) the roles of adults and children - from kindergarten teachers to teachers; from children to preschool pupil; iii) the role and identity of early childhood education – the kindergarten as a socio-educational context bet in promoting children's global development and processes and their active participation to the investment in his early pre-schooling.

Our conclusions point to the need to rethink curricular practices in the kindergarten based on social reproduction of early schooling versus the importance of safeguarding the importance of play, a central element in children's cultures

5. Curriculum: theoretical and methodological perspectives

5A | 9642 | Beyond subjectivity and intersubjectivity in curriculum theory, Didaktik

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Curriculum theory, Didaktik and educational leadership studies share the challenge of providing a theoretically defendable position to what is meant by educational or pedagogical influence. In this paper it is argued that since Fichte's critique of Kantian transcendental philosophy of freedom we have debated about founding a theory of educational influence in a subject-centered ego-logical philosophy of mind or in some version of intersubjectivism (relationism)? If it is founded in transcendental philosophy of mind it is difficult to explain how educational influence is possible while accepting intersubjectivism point at education as less necessary as the world is already shared

This paper argues for that we do not necessarily have to choose between either one, nor abandon both (subjectivism or intersubjectivism). If we accept both we must discern between different concepts of subjectivity and intersubjectivity. Further the paper argues that three core concepts, established by classic (modern), post-Kantian educational theory (e.g. Fichte, Hegel, Herbart and Schleiermacher), may still offer us possibilities to handle the dynamics between the above mentioned defintions of subjectivity and intersubjectivity. These are: recognition (Anerkennung), summoning to self-activity (Aufforderung) and Bildsamkeit.

It is argued that in contemporary discussions recognition sometimes is defined too wide, i.e. as a theoretical construct also covering educational activity thereby leaving out the other two central concepts in modern education theory, summoning to self-activity (Aufforderung zur Selbsttätigkeit) and Bildung.

The birth of the individual's empirical awareness of herself as free in a cultural sense is thus made dependent of, first, recognizing the Others freedom, and, second, on the summoning the Other to make use of his freedom. This position was initiated by Fichte and later developed by Hegel including all such later positions in our own days inspired by Hegel (Mead, Taylor, Honneth, etc). However, this (Bildsamkeit) does not occur by itself: pedagogical activity, 'summoning to self-activity', may trigger it.

The classical paradox of learning, i.e. that learning is a process of reaching what one already possess (eternal knowledge a la Plato or seed of God), changes in modernity due to these concepts. The modern paradox of education assumes that the child/subject both is free in order for education to be meaningful, and on the other hand becomes culturally free only through education.

The paradox in non-affirmative education then means that the Other is treated as if she already would be able of what she might become able of. In education, to recognize the Other thus refers both recognizing the life-world of

the Other and also the Others freedom and potentiality. Recognition is thus not limited to only an identification of the subject's present life-world. On the other hand recognizing as such is not to be equalized with non-affirmative pedagogical action (summoning) either and is not a sufficient concept to explain educational activity. Non-affirmative pedagogical activity intentionally (consciously) calls into question given knowledge and interests and but limits itself concerning expected outcomes, thus avoiding problems in normative (uncritical) pedagogy.

5A | 9548 | From focus group to Djumbai, from researcher to messenger – reflections from cross-cultural curriculum studies research in Guinea-Bissau

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This paper reflects the on the epistemological challenges of conducting research in cross-cultural curriculum studies research. The paper will critically describe the research context (Guinea-Bissau) and the methods used in the field work – focus group, semi-structured interviews and observation. Discussion then turns to the challenges posed for using such methods in cross-cultural curriculum studies research and the changing role of the researcher as insider, outsider and inbetweener. Conclusions consider that in cross-cultural contexts such this, researcher(s) must challenge some of the methodological barrier in order to gain access to the data and co-construct knowledge. The cross-cultural researcher must also be aware of the changing role(s) that he/she may assume, willing or not.

5A | 9668 | Curriculum and didactics: A matter of power. The case of the University xxx

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From the niche of curriculum studies (declaring from the beginning, the assumption of my involvement and commitment in one of the parts), this paper aims at discussing the not always peaceful relationship existing between the Curriculum, on the one hand, and the Didactics, on the other, in the context of Education.

Retaking a discussion already started, from the revisiting of some authors who have been reflecting on convergences and divergences in this relationship (such as Boavida & Amado, 2008; Cachapuz et al, 2004; Corazza, 2010; Leite, 2013; Libâneo, 2002; Oliveira, 2002; Pacheco, 2014, among others), we would like to define and delimit these two fields in their historical and epistemological routes, since their appearance as areas of knowledge, not necessarily scientific ones, their cultural traditions, overlaps and gaps, so that we might concentrate on the matter of power (power struggle) from a critical perspective (Apple, 1982; and others), at the level of educational institutions (universities, colleges, schools, departments, etc.) and research units (centres and research lines, for example) in Portugal.

The reflection culminates in a qualitative description of a single case study (Yin, 2005), with historical features (André, 2005), located at the University xxx - a case that for its uniqueness and complexity could lead to illustrate in a concrete and contextualized way the issues listed and discussed at the theoretical level, or otherwise to discover new meanings, from the collected evidences.

5B | 9649 | Participatory methodologies and young adults' participation in European Citizenship?

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Within a wider research that questions if and how young adults from different backgrounds and locations identify themselves with European Citizenship, this paper questions the relation between the use of participatory methodologies and young adults participation in European citizenship. It stands on a view of young adults of citizenship construction actors, who share and shape the public space constituted by the school, and make part of the construction and enactment of its curriculum (Macedo, 2012).

In broad sense, under a new 'light' citizenship raises issues such as equality, social justice and inclusion which are of great relevance in education (Araújo, 2007; Arnot 2009), and may be useful to understand European Citizenship (EC). This occurs within the tensions between the assertions of new roles for the State within a multi scale framework (Nóvoa & Lawn, 2002), hand in hand with economic, cultural and political and social educational reconfiguration, but also within the creation of the idea of a shared future, foreseeing as a common mission and incorporating old artefacts and national symbols in a 'new' way, for the manufacture of Europe as educational space (Ibid).

Citizenship is learned through the practice of citizenship in everyday life and as an ongoing multi-directional and flexible process. It results from interaction within the crisscrossing of micro, meso and macro levels, according to dynamic of continuity and discontinuity, gains and losses (Macedo, 2009). Even if the construction of citizenship occurs within very diverse contexts, we focus its development in school, as one of the fundamental institutions around which young people structure their practices and discourses, their paths and projects, their identities and cultures (Abrantes, 2003). Hence, the curriculum must take into account the subjects of citizenship, the environment in which it operates - the school - and the relationship between school culture and the cultures of origin of the students this curriculum addresses. That is, curricular articulation becomes a mean to establish the relationship between subjects and the contents that they are learning (Leite, 2012).

These theoretical foundations inform this research, which observes and reflects on how young people from different ethnic groups and backgrounds experience Education in European Citizenship (EEC) in projects in which they participate and understand EC in school, as place where perspectives of cultural diversity are developed. Methodologically the research assumes the form of a case study, developed with young people at a Professional School, in Porto. We intend to listen to young adults' voices, through the use of active methodologies, in line with the Project CoPPEECC (Building Pillars of the European Project with Education, Culture and Citizenship - financed by Centre Jacques Delors). Data will result from the analysis of young adults' reflections on the methodologies being used.

This is still and embryonic project. Its expected outcomes are to understand how the use of participatory methodologies can promote the participation of young adults in EC; understanding if and how non-formal education experiences, in formal context (the School), take an active part in promoting young adults' interest and consequent participation in EC.

5B | 9652 | Indicators of a compatible curricular learning environment: Educational perspective on constructing subject teacher students´ professional competence

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The question of this study is: how to examine from a professional point of view the symbolic and operational compatibility of the curricular learning environment? The aim of this paper is to illustrate indicators for a compatible curricular environment based on the notion of professional competence. Professional competence is based on the knowledge in three dimensions, practical, formal and meta-cognitive knowledge. The professional competence will be constructed in the curricular learning environment. This paper argue that, by assessing and modifying a written curriculum in collaboration with students every academic year, the curricular learning environment could be improved more compatible to meet the students´ expectations. So, the curricular learning environment could be reinvented by students´ enriched knowledge based on their experience.

In this study, the subject teacher curriculum is defined an educational innovation. An innovation signifies an educational innovation, an academic curriculum, which is defined a systemic educational innovation and which has an academic pedagogical intention. A curriculum concept involves both a product (written curriculum) and a process (designed, realized curriculum). As a product a curriculum concept is defined an incremental innovation and as a process a systemic social innovation.

This study is based on the empirical research on students´ feedback of the subject-teacher curriculum as a pedagogical environment. The research discusses a subject teacher curriculum (STC) as a learning environment from the point of becoming a professional. The teacher students of the Department of Teacher Education (N=1550) participated in learning environment evaluation in academic years 2005–2008. The research data has been examined in the innovation theory frame identified by Everett M. Rogers (2003).

For finding the indicators, two intertwining curricular dimensions were combined: strategic compatibility and operational compatibility. A strategic compatibility processed the knowledge of a curricular relevance (symbolic level) and an operational compatibility processed the knowledge of a curricular quality (operational level). The research was focused on the areas of teaching and supervising.

A content analysis (integrated quantitative and qualitative) generated eight indicators, which will be presented later. As a result of a content analysis yielded a theoretical model for evaluating and modifying a curricular environment in interactive co-operation with students. The model could be applied to any other educational organization. The paper suggest that the indicators could serve as signals for remodel or re-invent a curricular environment at any other educational levels.

5B | 9687 | Research in curriculum studies at the University of Lisbon (2000-2012): Meta-analysis of theses and dissertations

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Using a meta-analysis we have examined the scientific production of the University of Lisbon, with regard to its doctoral thesis and master's dissertations in the field of curriculum studies, in the twelve year period between 2000 and 2012. With this study we intend to assess the recent developments within this disciplinary field. It is our belief

that the analysis of doctoral thesis and master's dissertations is a great way to do that. This study is supported by a previously developed data basis about the scientific production in the field of curriculum studies within the defined timeline and regarding post-graduate studies of the University of Lisbon. These theses and dissertations were mainly defended in the Institute of Education and in the institutions that preceded it – the Educational Sciences Department of the Faculty of Psychology and Educational Sciences and the Department of Education of the Faculty of Sciences. The categories of analysis defined for this data basis encompass several research dimensions developed in those theses and dissertations. In order to structure this paper we have selected some of these dimensions. We will focus our approach on the research's trends regarding the following: (a) main object of study; (b) educational level that constitutes the research focus; (c) paradigm; (d) methodology; and (e) research technics. We have concluded that most of these studies are master's dissertations with various objects of study, ranging from theory and curricular development, curricular policies, curriculum and didactics, or curriculum and evaluation. The great majority of studies concern primary and lower secondary education (corresponding to the basic education in the Portuguese educational system) and adopts a phenomenological paradigm. Single case studies seem to be the most popular methodologies. Interviews alongside with content analysis are the most frequently used research technics. With this study we intend to present a deeper understanding of the knowledge production within the field of curriculum studies and to define the research lines that shape this field in the University of Lisbon. We hope to broaden this study by extending it to other Portuguese universities, which would allow a wider reflection and debate about this issue.

6. Curriculum in between the social and the personal

6A | 9625 | Citizenship education in transition as a challenge to PE: A case study of Finnish curricula documents

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The purpose of modern schooling and its curricula was originally citizenship education based on the unity of the nation-state. Sports have also played a remarkable role in constructing citizenship and the nation-state.

Today, the view in which society equals a nation-state as a centre of social, political and educational activity has been shaken by globalisation. Consequently, a new practice of citizenship (post-national citizenship) has gone beyond the parameters of the nation-state. This article reviews the belongings of subjectivity in Finnish PE curricula compared with the new practice of citizenship (post-national citizenship). Attention is also drawn to the role of sports in constructing the identity of PE and thus in (re)constructing the subject and society. Indeed, all school subjects serve as the media of formation for the human subject. Studying the belongings of subjectivity as manifested in national core curricula documents is therefore important.

The main purpose of our presentation is to clarify the presence of citizenship and its substance in curriculum documents from 1986 onward, the era of the new practice of citizenship (post-national citizenship). Schools and all school subjects have a significant role in the production of new citizens, so our research questions are as follows:

1. What is the basis of the belongings of subjectivity (the production of citizenship) from 1986 onward according to Finnish PE curriculum documents (compared with core curricula texts)?

2. What is the role of sports in constructing the identity of PE and thus in (re)constructing the subject and society?

The data are based on Finnish national PE curricula documents published in the years 1986, 1994, 2004 and 2014. The empirical analysis, which involves theory-based content analysis, focuses on a qualitative, close reading of curriculum documents. We contextualise our study in the field of curriculum theory (CT). In CT, one's subjectivity is understood as socially structured and historically informed. We believe, in the spirit of CT, that there is a need in teacher education to encourage student teachers to think against the subject matter, too. In this way only can they contest mentalities destructive to education.

Results indicate that in contrast to the general parts of curriculum documents, the PE curricula seem to have only a weak identity of their own. Appearing to draw on sports involving nationalism, the PE curricula emphasise traditional content connected to sports and related to gender roles as 'natural'. In addition, the PE curricula seem to lag behind in developments in the fields of environmental issues and multi-culturality. We believe that the role of sports, which in a Meadian sense has served as a significant other for PE for far over a century, still exists. The historically strong link between sports and the nation-state sustains this inert order.

6A | 9648 | Mapping the city – opportunities for curriculum in urban educational contexts

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Mapping the city is a plural research project that aims to answer to the multiple opportunities for learning, suitable of contemporary societies, helping to promote the development of collective knowledge. It is a project that uses technology of intangible to make tangible the concept of creative and innovative city in curriculum in urban educational contexts.

This project aims to develop approaches that can enable the development of spaces of continuous discovery and co-responsible training and lifelong learning. These spaces will enable all citizens to be active players in their own development processes which will be innovative and creative in order to meet the challenges of the twenty-first century.

These approaches formalize the methods and processes needed to develop spaces that are able to provide citizens with the location and characteristics of learning environments, formal, informal and non-formal, within the city. These spaces should give citizens of all ages and social conditions the harmonization of local cultures, in time, with the prospect of a globalize world in Europe. The challenges of rapid social and economic change should be considered by the approaches advocated within this project, enabling people with different needs and based upon those needs, develop essential skills for flexible adaptation, critical and innovative competencies.

The focus of the project will be the developing of a map that identifies the entities/potential educational/training of the city, directly and indirectly related to professional education and training. This map will enhance the four essential dimensions of the project intervention: culture, technology, education/ training and inclusion. A city map will be built that will illustrate a case of how this project proposes to overcome the multiplicity of agents that hinder the use of technology in education/training in the city, and contributes to improve the national education system and training (ET and EU 2020), enriching and creating a space of learning opportunities within curriculum in urban

education. Its implementation will use the most advanced Information Technology and Communications, including web technologies and social service-oriented (service-oriented architecture and cloud computing). Based on this technological infrastructure, the city map will be supported by a multilingual platform. The study will use a participatory action research methodology which will promote reflective and critical construction of knowledge by all stakeholders (cluster of schools, enterprises, local development association). The expected results of the project are: Development of a multilingual platform; A reference model for elaborating the city map (guide for multilingual platform instantiation of the reality city); Development of a learning community of teachers/trainers/learners/employers partners of different contexts, for the construction of professional empowerment and active and creative citizenship; Development of core research groups for intervention and mediation, instigating and challenging, in order to create the conditions for reflection, for the dynamics of a multilingual platform and for the construction of knowledge in order to map and monitor the city; Elaboration and implementation of monitoring devices for continuous and periodic assessment of processes/outcomes.

6A | 9671 | The impact of Adult Education Training in individual, social, civic and political freedom of Portuguese citizens

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At a European level, particularly since the 90s, transitions to democracy (either coming from regime changes during the 70s or those relating to the fall of the Berlin wall) entailed a special focus on citizenship issues, both in terms of research (Arnot, 2009; Beiner, 1995; Heater, 2005; Isin & Turner, 2002) and in political discourse (Van Steenbergen, 1994). This originated several educational reforms throughout Europe (Menezes, 2003), framing citizenship as a "myth that appeals to our political imagination" (Ignatieff, 1995:13) and as the ultimate bastion where hopes of new meanings to education and overpassing its chronic crises are deposited.

Considering the Portuguese socio-political, economic and educational context, it is important to stress that it still presents some fragilities. These highlight the field of education, qualification and certification of active workforce academic and vocational, as an inheritance of its historical and political past that still keeps it distant from other European countries. It is in this framework that emerge new guidelines of adult learning, in consonance with globalization trends that, instead of being circumscribed to a formal educational system, recognise the importance of the diversity of contexts in which learning takes place, assuming that education and training is a "passport for life" (Castro, 2011).

Rooted in the field of adult education and training (AET), this paper aims to understand whether there is a décalage in conceptions and perceptions of both concepts of citizenship and participation through a multifaceted view that comprises adult education policies and the acquisition of its prescribed curriculum by adults. Therefore, it makes particular sense to question prior learning devices, highlighting the explicit social-political project and its impact on adult citizens. Does the shadow of the authoritarian past still accounts in a current conception and practice of citizenship in the sense that citizens are expected to be able to think and behave autonomously as actors in a democratic society?

This research was based in a case-study framework, adopting a qualitative methodology. Results come from the analysis of focus groups interviews with adults that have participated in the Process of Recognition, Validation and

Certification of Competences (implemented curriculum indicators) and semi-structured interviews with experts of AET that have participated in the formerly design of this non-formal educational framework (prescribed curriculum indicators). Their visions constitute an asset for this study, carried out between 2009 and 2011. They reveal not only experts points of view but also their knowledge, memories and future prospects concerning AET.

Results allows us to question the impact of the right wing government elected in 2011 once it has suspended AET dimension at a national level. Nevertheless, it will stress a transformation of conceptions, aims and perceptions in both concepts of citizenship and participation. In this sense, we stress the idea that our democratic society, being guided by the deprivation of individual, social, civic and political freedom, is sustained by a lack of pluralism that reflects a "society of fear" (Gil, 2004). Implications for curricular measures in AET will be presented.

6B | 9697 | Bringing depth to curriculum studies: Uncovering the play of psychodynamics in conflict & violence

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Background & Context

Conflicts in the world today are typically conflicts around differences – ethnic, racial, class, religious and gender. They are manifested in a variety of economic International Development Agency (CIDA) in Kosovo, as well as studies in Jungian psychology and trauma, I understand as others have, the way we, social, and political situations. Ranging in severity of bloody and violent, conflicts are tending more frequently toward genocidal rage. Drawing upon my experience teaching in Egypt and Colombia and working with Canadian psychologically think about and deal with trauma epidemics can mean life or death for millions of human beings. Without sufficient psychological awareness, many of those limitations go unrecognized in and are even activated by schooling.

Theoretical Framework

As a field of study, post-Jungian psychology has taken a noticeable "political turn" in the past twenty years. While curriculum studies in North America has included psychoanalysis as a discourse, there are only a few curriculum scholars who are influenced by Jung and post-Jungians. The work of key analysts and activists have grounded their practice in and extended Jung's ideas, becoming internationally recognized contributors in many areas. These include: psychosocial and humanitarian interventions, conflict resolution, eco-psychology, issues affecting Indigenous peoples, victimization and violence, prejudice and discrimination, and citizenship and social inclusion. Integrating this research, which embodies insights and discoveries made by working directly in the midst of crisis, into curriculum studies brings a unique analysis and immediacy to current and historical issues. Presently there is no existing teacher education research or literature in this area and very little in curriculum studies. Using Jungian psychology is a timely and powerful approach to promote a new and deeper understanding of difference, violence, and trauma.

Objectives/Aims

This presentation shares the results of a funded research project that conjoined both post-/Jungian psychodynamic theories (central to concepts such as cultural complex, scapegoating, psychic infection and collective psychosis) and practice (identifying shadow and projection) with diverse international perspectives and contexts (e.g., Italy, Australia, Brazil, Israel, Germany) in relation to curriculum studies (Alberta, Canada, Secondary Social Studies Program of Studies). These relationships and correspondences were used to create practical teaching modules

based on fieldwork and interviews (with world-renowned analysts, activists, and educators) to support pre-service teachers in preparing and developing lessons plans wherein they attend conflicts, crises, and dilemmas through "an issues-focused and inquiry-based interdisciplinary [approach] that draws upon history, geography, ecology, economics, law, philosophy, political science and other social science disciplines". Incorporating psychodynamic understanding and real cases into teaching also fosters "students' understanding of and involvement in practical and ethical issues that face their communities and humankind" (p. 1). Using Jungian psychological theories and concepts in this way aim to support "students to become active and responsible citizens [who are] aware of their capacity to effect change in their communities, society, and world.

6B | 9757 | Prevention of gender violence in kindergarten: A look from curriculum studies

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In the curriculum there is a need to create spaces and moments in the school for citizenship development of students fulfilling one of its main dimensions, educate for a global citizenship which necessarily includes gender violence prevention (Torney-Punta, 2004). Gender and domestic violence are a worrying social problem, with its patriarchal culture, in which distinct roles in society are distinctively attributed to men and women, namely the association of men with aggressiveness and strength, and, in counterpart, women as sensible and affectionate (Barry & Barry, 1976).

Several studies provided evidence of how kindergarten is crucial for children's sex-role attitudes (Barry & Barry, 1976), Similarly, domestic and gender violence functions as double jeopardy for children in school (Silverstein, Augustyn, Cabral & Zuckerman, 2006), what demands an active role for educators concerning children's rights and the primary prevention of gender and domestic violence. Although it is not yet established that primary prevention will have an impact in lifelong terms, many authors and educators agree on the relevance of working in pre-schools many of the topics related with gender and domestic violence, in a positive way adequate to age and development of the children.

The main purpose of the Project Art´Themis - UMAR is to promote gender equality and preventing gender violence, changing beliefs and attitudes towards girls and women, and other discriminated social groups, confronting prejudices like misogyny, sexism, racism and homophobia. The development of the Project consists in the implementation of fifteen sessions along the school year where the opinions and life stories shared by the children have significant place, in a way they can take the leading role in their processes of change, using artistic tools (Magalhães, Canotilho & Brasil, 2007). The Programme of UMAR has been applied to several schools since 2004 (Magalhães, Canotilho & Ribeiro 2010). Also Diana Costa (2013 applied a primary prevention programme in a primary school, but preschool children seem to have not been targeted in prevention of gender violence.

We introduced a pilot project since October 2014 in the kindergarten, applied in a group of children between the ages of 4, 5 and 6, in an Oporto school, implementing sessions with the objective of developing their self-esteem, a sense of pleasure of being who they are, how to respect differences, to recognize strategies for problem resolution in peaceful ways, and develop values, attitudes and build affectionate relationships based in peace and respect.

Amongst the themes are emotional literacy, the perception of diverse types of families, and the importance of communication.

We also work more specifically the social attribution of gender roles throughout discussion, role play and artistic expression using drawings, arts and crafts, animated cartoons, children's books, educational and playground games. In this paper, we aim to present the preliminary findings of the kindergarten pilot implementation, discussing the pedagogical strategy used, following the debate of Teresa Vasconcelos (2011) about "project work" in kindergarten. The methodology will be the reflective analysis provided by and throughout an action-research based project in schools (Barbier & Fourcade 2008).

6B | 9622 | Immigrants' families in United States with school-age children returned to Portugal

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The study will focus on three northern immigrants' families in United States with school-age children returned to Portugal. The choice to inquire families connected by the continuum historic Portuguese landmark of migration (Solar & Villaba, 2007) was to (re)collect the shared story of who come to be simultaneously local and global. They talk about overcoming obstacles, integration and mobility in the "hybrid" society that they dwell and call "home." Telling stories is a natural part of life and all humans have stories about their experiences to communicate to others. The research puzzle focuses on the phenomenon of migration and everydayness family life bounded with school. This text intertwines curriculum place with migrant families and school (Amthor, 2013; Gjoaj, Zinn and Nawyn, 2013; Sallaf, 2013; Whitlock, 2007). Metaphorically writing each individual is an island belonging or urging to (be)long to a place. Skin, a versatile barrier that keeps in touch the brain with the outside world allowing an endless conversation between the inner self and the places we inhabit. According to Whitlock (2007) "place is a curriculum landscape that brings the particularistic into focus by allowing us to examine ourselves […]: we can see ourselves as subjects within a particular setting" (p. 46). In this narrative inquiry (Amado, 2013; Clandinin & Connelly, 1991/2000, Clandinin 2013; Creswell, 2008; He & Phillion, 2008; Merriam, 2009), stories assumed different forms that were oral, written, drawn, or painted. The stories (Clandinin & Rosiek, 2007) were the milieu that provided the way of thinking about an experience and a (con)text to the production of knowledge. It is therefore important the triangulation of the different field texts sources taken into consideration for the writing of the narrative to reflect the authenticity of the multiplicity of voices heard and words written, as well as the multiple ways of viewing the world. Knowing that the essence of a narrative study is an intrusion in the family's life, the questioning about power related tensions (Ludhra & Chappel, 2011) allowed the researchers to keep decisions co-composed. In this project, the researchers encountered participants that were willing to share their daily school life in the United States and Portugal and keen to find solutions for the challenges that emerged in their family daily life due to migration. We discovered in the individual family stories that the dual role of being a child and also a student bound the school ambiance to their family shared story. The major concern of these three families were not the policies on education but the way school everydayness blurred and changed their daily family lives. The key lies in a curriculum that allows each "place" to expresses itself from a past legacy inherited through self-cultivation, self-

reflective, self-regeneration creates a "island" of knowledge where the "trees" are information, the "fruit and flowers" are meaning and the "seeds" are wisdom. School is a sum of multiple "places". We should not be afraid to look into a story and ask: "What does it mean to exist within (home)places?"

7A | 9600 | Will science without borders program bring relevant changes for Brazilian curriculum?

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The majority of developing countries, as well as Brazil, have been investing in measures to qualify their higher education, aiming at the inclusion of young people in this educational level and focusing on the technological development of the country. This is fundamental for citizenship increase and investments in the workforce. Among these measures, Brazilian government has been implementing an unprecedent project called Science Without Borders Program, since 2011, with the objective of sponsoring, by offering scholarships , for a year on average, to undergraduate and graduate students, in more than 20 countries. In order to take part on it, students need to be enrolled in one of the eighteen areas considered strategic for the country, such as, engineering, health, computing and creative industry. Seventy seven thousand people have already been granted with a scholarship, which means huge investments in public politics.

Implementing such a program represents a turning point in academic mobility in Brazil. Until 2011, there was a timid presence of Brazilian scholars in higher education institutions around the world and the focus of the distribution was on post graduation. Science Without Borders Program, however, focuses on undergraduate level. From 2011 to 2014, there was a leap of 1,570% in scholarships distribution and this condition demanded a mobilization of local universities to support candidates, when significant changes in the teams' practices were registered

This scenario has been eliciting questionings about the importance of the Program not only for grantees, but also for the institutional culture of universities, involving academic management, curricula, internships and pedagogical practices. In order to understand these topics, the aforementioned study brings information on the perceived changes occurred in the dynamics of teams responsible for academic mobility in universities and in undergraduate coordinations concurrently. Authors such as Philip Altbach, Jane Knight, Hans de Wit and Boaventura de Souza Santos have been giving theoretical support for the necessary analysis and interpretation of data.

For data collection, semi-structured interviews were conducted with managers of three universities, two private and one public. Also, the study offers information under scholars' perspective. We present the results obtained from the managers based on their interactions with scholars. These managers mention that the first institutional outcomes refer to the structure of International Relations' teams of those higher education institutions and the alignment with coordinators of undergraduate courses. These coordinators, in turn, articulate discussions with professors within their areas, what allows the insertion of innovative practices with possible curriculum impacts. Scholars' experience is stimulated under a sharing perspective and the application of good practices, as well as the local installed capacity, may bring important results for the quality of undergraduate level. Although the obtained results are temporary, they are adequate to align local practices with international ones, aiming at the global formation of Brazilian students, what benefits their citizenship and brings possibilities of their insertion in the workforce in times of globalization.

7A | 9646 | Non-affirmative education theory and discursive institutionalism as framing the study and development of curriculum work and educational leadership in a democratic world

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This paper proposes an educational response to the challenges experienced by increasingly multicultural nation-states in an increasingly interdependent world. Recent geopolitical repositioning, technological developments, changes in the economic production and demographic movements have created profound challenges for not only nation-states in the western hemisphere but globally. Recent societal and ideological changes, including particularly the move from a social-democratic welfare state (old public management) to a neoliberal competition-based model (new public management), have had profound consequences for professional activity, identity and development

Such neoliberal educational and accountability policies have also intensified a focus on school leadership, learning results, and national curriculum standards. Replacing one bureaucracy with another has turned our attention towards understanding educational leadership as a multi-level project through discursive institutionalism (Schmidt, 2009). Simultaneous to global homogenization, we can observe an increasing cultural, ethnic, linguistic, professional, political pluralisation as well as an economic specialization (in the labourmarket). At the same time, we have witnessed a recentralization of political power within nation-states. That is, the decentralisation and deregulation process of laws, leadership / administration etc. that started after 1989 is increasingly questioned, partly because of resulting inequalities, including alterglobal dispossession.

Curriculum theory/didaktik explicitly considers the broader socio-cultural, political sphere; however, leadership has received little attention. Rather, recent international curriculum studies focus primarily on relationships among societal change (e.g. globalization, neoliberalism), education, and the individual. Across literature from the internationalization of curriculum studies project and the related reconceptualist movement (Pinar, 2004), for instance, leadership is implicit in topics, such as "planning for new international subjects and curriculum homogenization" (Gough, 2000), "accountability-based authority" (Palamidessi & Feldman, 2001), and "requirements to mediate tensions between intellectual curriculum work and instrumental curriculum policies" (Green, 1999).

In our view, curriculum theory/didaktik have not gone far enough to position theoretical logics and core concepts for leadership. At the same time, the educational leadership field has primarily used empirically based models to understand how formal leaders influence classroom practice and other social interactions in schools (e.g. Leithwood, 1994; Spillane, 2000).

Thus, along with Schmidt's (2009) discursive institutionalism, we draw on general education concepts—namely 1) recognition (how the Self is aware of the Other as being), 2) summoning to self-activity (how a teacher / leader has a mediating role in the maintenance and development of the Other's self-relations) and 3) Bildsamkeit (the individual's own conscious efforts aimed at making sense of the world and her experiences)—to construct a foundation for understanding curriculum work-leadership in a global, neoliberal environment and beyond (Uljens, 20012, Benner 1995).

7A | 9672 | The European dimension on education: Between curricula and school practices

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Schools have historically played a central role in the promotion of the "ideal" citizen, being considered as the vehicle for the "creation" of national identities (Habermas, 1992). On this assumption, the formal education system has been built as a context for the exercise of citizenship (Menezes et al., 2012).

Taking into account a European policy retrospective, we can verify that, in the last three decades, several countries have carried out political transitions which converted their authoritarian regimes into democracies and its integration as countries members of EU. In this way, we can observe that the reconfiguration of the European project reflects both a geographical area of intervention and an area of education centred on European educational policy (Dale, 2009). Thus, national adoption of defined supranational guidelines promotes interdependence between what is valued at EU level and at a national level, entailing a globalized and hybrid world (Barroso, 2003).

However, it should be noted that this interdependence of education includes a Europeanisation bias. On one hand, the Europeanisation of education is seen as an "unprecedented process of geographic integration at supranational level that looks much more like a stitching together of a patchwork of distinct citizenship regimes than a fusion into a homogeneous political space" (Bauböck & Guiraudon, 2009:444). On the other hand, the importance assigned to European Citizenship (EC) becomes profitable for the educational discourse as it allows "to break with locked determinism inside the nation-state and open the imagination towards educational practices that, being rooted in the local space, are more European" (Pacheco, 2001:110).

Considering this, it is important to highlight that each state adopts a national and particular vision of citizenship. The Portuguese case is no exception once that the conception of citizenship has been transformed through the transition of an authoritarian regime (1926-1974) into a democratic and European one. At a scholar level, there is neither a specific curriculum space in which it fits nor a common definition or conceptualisation of what EC should be. This is also consequence of the changes that CE underwent, being currently defined as a transversal area to all curricular subjects. Still, in what regards Citizenship Education (CE), it is stressed that national policies only refer to non-mandatory recommendations in order to promote the development of a European identity (Cowles & Risse, 2001).

This paper aims to achieve a comprehensive description of CE in its European dimension, as well as its function, role, importance and impact towards an active, critical and democratic culture. Focusing on a Portuguese national context, 20 Educational Projects of Public Schools with active European Clubs were analysed. These documents reflect European guidelines concerning education and define policy guidelines at a local level, ensuring aims, interventions and practices of schools. Generated data was analysed using Thematic Analysis, a qualitative analytic method (Braun & Clarke, 2006), in order to identify differentiating practices among national schools and analyse socio-political development of youngsters belonging to European Clubs, with particular attention to their sense of agency and forms of social and political engagement.

8A | 9662 | Curriculum, technology and education policies: What challenges 'for' Latin America?

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This paper has got two purposes. At first, we seek to give visibility to the research results achieved by the Observatory of School Practices (OPE) research group, linked to PPGE/FAED/UDESC. We deal with a set of investigations that analyse the ways in which digital technologies are being constituted as object of concern for education policies supported by all kinds of government documents (laws, programmes etc.), and how professionals working in Brazilian Basic Education have been including these technologies in their daily work. Developed over the past five years, such researches have been conducted under the auspices of projects financed by CNPq, CAPES, public-government institutions from the south of the country (municipal governments and research funding agencies of regional scope), as well as multilateral international entities (Organization American States for Education, Science and Culture-OEI). In general, the main results of OPE investigations have been socialized through master dissertations, doctoral theses, books and articles published in eligible journals in Brazil and abroad, in addition to the promotion of academic events involving basic education and university students, teachers and professors. From an epistemological point of view, the researches are being carried out with theoretical and methodological contributions drawn from different fields of knowledge (History, Sociology and Philosophy), as well as through the appropriation of thinkers' contributions that link Curriculum Studies to the Anglo-Saxon Sociology of Education (English, French and American). In a second moment, this paper seeks to socialize the results of two studies that devoted attention to the role that digital technologies have played in different curricular proposals drafted by experts hired by the OEI, especially those directed to Latin America from 2000 to 2015. From a theoretical dialogue drawn from the studies of Inés Dussel, Jason Beech, Cristián Cox, Stephen J. Ball and Roger Dale, as well as analysis of curriculum documents created and disseminated by OEI (letters of recommendation approved at political conferences promoted by this entity, other programmatic writings related to consultancy, and establishment of technology education goals to be achieved by Latin American countries), we observed the recurrence of technological presentist speeches, many of them carrying imperative technological truths (finished and ready). The reason was the need to realign the present before a Latin American future that would supposedly be of digital ubiquity. In this scenario, over the last fifteen years, numerous curricular utterances have been appearing, disappearing and reappearing in the analysed documents in which past was an educational time to be updated before the contingencies of a present that saw it as technologically outdated, obsolete and inadequate; whereas the future could be magically foreseen by a contemporary technological imagination. Having that in mind, it was possible to observe in the analysed documents a kind of technologically omnipresent present: a system of technological time able to contain its own historicity and predict its future. Thus, in the midst of an inexhaustible, continuous and endless time, the curricular and technological challenges deemed more important 'for' Latin America were being fed.

8A | 9683 | Reasserting curriculum design through virtual learning environments: The case of MAPE

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MAPE is a curricular model for virtual learning at the University of the Azores, Portugal. After being used for teaching Curriculum Theory and Development through e-learning and b-learning, this model has been, in the academic year 2014/15, extended to other courses. Besides describing the model and explaining its evolution, this paper reports a study of its implementation, for the first time, by more than one instructor. Accordingly, the main objective of the study is to test the MAPE model on a multi-course level. In this specific case, the model has been implemented in eight courses from the specialization program in e-learning. A more theoretical objective is also pursued: to explore the development of a curricular model for virtual learning environments as an opportunity to discuss the role of curriculum design in contemporary Curriculum Studies. Assuming that curriculum design can be defined as the arrangement of the elements of a curriculum, including educational materials, and that virtual learning environments are especially rich in resources that can be arranged in multiple ways, it is important to discuss the creative potential of this relationship between curriculum design and e-learning.

The methodology that has been used to study the development of MAPE is design research, which aims at providing design principles for making a product, assuming that such approach is applicable to different kinds of products, including artifacts, activities, services, policies, environments, educational materials, virtual learning environments, and curricula. More specifically, the study of MAPE can be considered an instance of the application of design research to e-learning, inasmuch as it aims at generating guidelines for developing virtual learning environments. It can also be can be viewed as an instance of curriculum design research – a variation of educational design research whereby one studies the design of either a curriculum or a particular aspect of a curriculum. Design research is usually based on the construction and evaluation of a succession of prototypes of the product, which, besides aiming at its improvement, is expected to generate design principles that can be adopted in a wide range of contexts. Prototypes 1 and 2 of MAPE had been evaluated at a very small scale. In 2014/15, through the adoption of Prototype 3 in several courses from a specialization program, MAPE is being used, for the first time, by instructors who did not participate in the first stages of its design. This paper is focused on the evaluation of the model in this wider context. The main evaluation tool being used at this stage is a student questionnaire.

Considering that this paper is being submitted before the end of the second semester, it presents results from the first semester only. Such results reveal a very high level of student satisfaction with the model in terms of its practicality and effectiveness. Considering that the results of the previous moment of evaluation had not been so satisfactory, the paper discusses possible reasons for such differences in student satisfaction and their implications in terms of the consolidation of design principles.

8A | 9601 | The NMC Horizon Report Europe 2014 schools edition as a supranational curricular act

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Last year, New Media Consortium (NMC), in association with the European Commission, launched a report under the name of Horizon Report Europe - 2014 Schools Edition, examining trends, challenges and important developments in educational technology that are very likely to impact educational change processes in European schools over the next five years. Reading the report one can imagine that such likeliness will be due to deliberated

policies aiming at transforming schools by means of incorporating digital technologies and by redesigning the usual roles of teachers and students.

It is important to acknowledge that NMC was founded in 1993 by a group of hi-tech firms composed by Apple Computer, Adobe Systems, Macromedia, and Sony that have realized that the success of their products depended upon their widespread acceptance, namely in education. It is also crucial to understand that the endorsement of this report by the European Commission is in itself a curricular act as it certainly will inspire further national curricular policies

The paper will analyze The NMC Horizon Report Europe: 2014 Schools Edition identifying and discussing its curricular implications.

8B | 9612 | Longitudinal study in the process to improvement of the academic performance of engineering courses: The use of the voting systems as a support technological tool and the inverted classroom methodology in the model of log book learning

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The aim of this study is to show that new models of learning as the logbook, which incorporates the use of technology as the voting system and methodology inverted classroom are important tools for improving academic performance, specifically in mechanics courses the Faculty of Engineering of the University of Costa Rica. The analysis focuses on the factors associated with academic performance on Mechanics I (IM-0207) taught at the School of Mechanical Engineering, which, in turn, is located on the middle level of the curriculum on Mechanical, Industrial and Electrical Engineering.

In this paper is using a multiple regression model to determine which factors are associated with student achievement. Admission grade, grade point average, sex of student and teacher, age of student and the use of the learning log (voting technology and inverted classroom) as dependent variables, and the course grade is the independent variable. The model (R^2 = 0.44) leads us to determine that the learning log is a significant variable, so its use is tool to improve student performance. The use of clickers as technology support and inverted classroom methodology optimize student learning.

8B | 9630 | The implications in the curriculum of the school full time related to the ongoing formation of teachers : the use of new technologies of information and communication - ntic theory practice

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This article aimed to discuss curriculum issues related to the use of New Information and Communication Technologies - NICT in the ongoing formation process of teachers of a full-time school in Campo Grande / MS - Brazil . We realize that increasingly, society requires citizens the functional use of new technologies of information and communication, but society as well as teachers still have fear with its use in the school context as well as in

pedagogical practice. Therefore, it is critical that the curriculum contemplates the continuing education of their teachers so as to effectively introduce these technologies as a resource mediation of student learning, which leads us to the following problems : how the school can articulate a permanent training teachers who will actually introduce in their practice the NTIC ? The research used a qualitative approach to design research action. The study was conducted with forty teachers of this school . Data collection took place through the following: preparation of the training schedule; continuing education ; planning of the teachers with the use of technologies; monitoring of teachers' planning and result of working with students. Upon completion of the research it was possible to see the contributions of new technologies for mediation of student learning. In this sense, students have become more spontaneous, organized, better understand the concepts and teachers realized in students greater interest in writing and the organization and presentation of the work.

8B | 9661 | 'Digital immigrants' versus 'digital natives': Problematizing the speech of digital technologies in curriculum policies in Brazil

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Throughout this century, we have witnessed an effort to include digital technologies (DT) in Brazilian state schools. In this growing technological context, the centrality attributed to the uses of technology in education has been identified as a defining element of current discourses of and about teaching, as well as some speeches have gained prominence and become naturalized in the educational field. Thus, this paper seeks to problematize the discourses on 'digital native' and 'digital immigrant' appropriated in the official curriculum documents elaborated by the Brazilian Federal government when it comes to DT in the school context. As the pedagogical discourses about DT are re-contextualized through disputes between the different agents and/or institutions in the educational field, whose evidences may be apprehended, especially in the official curriculum policies, as this is a privileged instance of legitimate pedagogical discourse production, we consider that the discourses on DT appropriated in curriculum documents tend to present teachers and children in opposite sides. The fact that we have a generation of children born in the digital age versus 'analog teachers' has been widely used as one of the explanations to justify the difficulties in technology integration into school. Such pedagogical discourses on DT prescribe a set of provisions related to the practical and theoretical knowledge field inherent in teaching, which in turn have contributed to legitimize an imagined teacher lagging behind, as well as they seem to reaffirm essentialist and deterministic assumptions about childhood. By mapping the educational discourses on DT in current official curriculum documents, we observed in the speeches that emphasize the need for school and teacher modernization an excess of 'presentism' and 'impressionism' towards technologies. At the same time, there are two tendencies on the child's social role in relation to DT: the first indicates an expertise in how children deal with different technologies, being this 'natural ability' associated to a generational experience, but still registered only the technical issue. The second tendency, to some extent, is supported by the first. As children are only 'technically competent' in the use of digital technologies they are at risk, as Internet is not a secure environment for them. In addition, the way official documents address the 'digital inclusion', as if it were something spontaneous and that can be induced by computer supplying and Internet access, points to a deterministic view of technology, as if it

were endowed with a number of qualities that impact (for better or worse) the relationships between teachers and children, regardless of their context, mistaking access for meaningful use of technology, denying the possibility of agency and empowerment both by the teachers and children.

9A | 9602 | Curriculum practices in the formation of history teachers in Sergipe in distance education: Permanences and changes

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In Brazil, distance education is a modality whose usage is recent in initial formation of teachers. The federal politics of distance education is an educative action coordinated by Open University of Brazil, which is executed through public institutions of higher education. In Sergipe, unit of the federation placed in the Northeast region, the teaching degree courses have been offered since 2007, through the Center for Distance Higher Education of a federal public university. It was offered, in the first moment, seven teaching degree courses to qualificate teachers in areas such as Portuguese, Mathematics, Biology, Chemistry, Physics, Geography and History. In 2012, only three of these courses had students that finished their graduations: three in Chemistry, eleven in Portuguese and forty in History. This considerable success in the History course led us to investigate the reasons for such success and if it was related to the course's curriculum practices. As we determined the lack of studies about curriculum of the teaching degree courses in distance education, the curriculum dimension became the central issue of the research. It constituted an assumption the fact that the decision-making related to the selection of knowledges in culture considers political and ideological guidelines and theoretical and methodological orientations in dispute, inserted in specific time and place. The aim of the research was to analyze curriculum practices of the formation and its unfoldments in professional and personal spheres about the participants. The investigation was guided by a qualitative approach, using the thematic oral history methodology by the gathering of narratives of egress teachers from the first class of the History course, distance education modality, of the public institution of higher education analyzed. For the choices of the individuals the current condition of an egress and the effective teaching practice in History in basic education was considered. A documentary analysis of the education legislation concerning distance education was also made. For the analysis of the collected data it was adopted procedures of Content Analysis, concerning the thematic analysis. The research pointed as main result the prevalence of permanences about changes in the curriculum of formation of History teachers. The permanences were expressed in a formation presided by the precepts of the scientific and technical rationality, distinguished by the ranking between the knowledges and prevalence of subjects of "contents". It was determinated permanence of a linear and cronological perspective of History concerning the organization of the contents and the disposition of the subjects in great historical periods. The terminal position of curriculum components of pedagogical formation is a third permanence. The curriculum structure proved to be far from enabling a further development of the discussion related to the organization of scholary and educational work. Thus, when local characteristics were ignored, the curriculum detached the dialogue with the schools and their realities, complicating the approach between times and spaces of formation and professional performance. Positive effects were observed in personal sphere as much as in professional, reaffirming the potentialities of distance education in initial formation of teachers.

9A | 9614 | Curricular reflections in the USA: Teaching teachers the edTPA

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The edTPA is an evaluation tool currently used across several states. The supposition is that teacher candidate performance can be measured. The express purpose of this instrument is to predict which teachers will be effective in moving all students' learning forward. Creators of the edTPA believe that this evaluation system is more "rigorous" and will raise the standards for teachers entering the profession. This proposal aims to explain why and how education has changed and what are the implications not only for students, teachers, administrators and schools, but perhaps even more importantly for families, communities and the broader American society. Evaluation of teachers by outside private contractors (edTPA must be scored by a Pearson Inc. reviewer) in essence might be considered the essential "evidence" of the "corporate takeover of public education (Price, 2013) which has been speculated about for several years.

As such, this study has the following objectives:

- to describe the edTPA development, dissemination and implementation,

- to explore the relationship between teacher preparation, teacher's lives, and working conditions for teachers of record in public schools under the audit culture,

- to theorize alternative responses to neoliberal education.

Using a methodology that includes discourse analysis, this study draws from

- historical documents and discursive texts,

- teacher regulation and licensure state legislation,

- popular movement resistance as exemplified by high-stakes standardized testing opt-outs and edTPA consequentiality deferral petitions,

- professional development workshop training concerning

  - teacher candidate(s) edTPA preparation

  - faculty preparation for teaching the teacher candidates edTPA preparation

  - scoring the edTPA

Furthermore, this study also draws from interviews with teacher candidates, co-teachers, and university supervisors/mentors. Lastly, classroom observations are conducted in order to provide authentic data concerning work performed by teacher candidates as teachers of record in K-12 school settings.

The results of this essay confirm that teaching and learning is complex activity, not easily rendered as evidence, nor subject solely (if at all) to tabulation and quantification. Perhaps more significant to whether edTPA "works" or not is how it was conceived and consolidated as part of a socio-political and historical-educational construction process. edTPA evolved from educators academic efforts via the Interstate Teacher Assessment and Support Consortium (InTASC) and the National Board of Certified Teacher (NBCT) teaching and learning standards, but just as crucially represented the consolidation at the critical nexus point between educational school reformers from at least two decidedly different political agendas: the professionalization experts and the deregulation reactionaries (see Cochran-Smith, 2004). To conclude, teacher preparation in the USA exists under an exceedingly strict

condition(s) due in no small part to increased Department of Education (DOE) regulation(s) creating effectively an audit culture for higher education. Reflective of the general conditions described as "neoliberalism" (Harvey, 2006; Lipman, 2011; Watkins, 2013) public education as a whole is assigned to a narrow social space, serving predetermined market aims.

9A | 9597 | Lesson study and curriculum development

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Lesson study is a teacher development process focused on professional practice that is receiving increasing recognition in many countries around the world. Although very popular in mathematics, there are experiences in many other school subjects, both for in-service and pre-service teachers. Originated from Japan, it receives local adaptations regarding the national cultures and conditions and also the agendas of those that promote it. Lesson studies constitute reflexive and collaborative activities as teachers work together, identifying students' difficulties on a given topic or issue, documenting curriculum objectives and guidelines, analyzing tasks, and planning what those teachers regard as an "exemplary" lesson. This lesson (called "research lesson") is taught by one member of the group whereas the other participants observe it with a focus on student learning. So, the teachers seek to verify to what extent this lesson achieved the sought objectives and what difficulties arose. We may regard this process as a small investigation of the teachers on their own professional practice. Lesson studies take into account the curricular guidelines and the research results on the topic or issue under study. In this paper our aim is to discuss how teachers consider curriculum guidelines in three lesson study experiences carried out in mathematics, with special attention to teachers' views on the nature of the tasks, students' reasoning processes, and classroom communication.

The methodology is qualitative, using participant observation, as practitioner research. The participants are three groups of teachers from a cluster of schools in Lisbon, at 1st, 2nd and 3rd cycles of basic education(corresponding to grades 1 to 9), and the four authors of this paper. Three of the authors conducted the lesson studies sessions and one author was responsible for data collection which included research journal, video recording with transcription of the sessions, teachers' written reflections, and individual interviews. The lesson study at grade 3 focused on representing rational numbers as fractions and on the number line, at grade 5 focused on ordering and comparing rational numbers, and at grade 7 focused on solving first degree equations.

The results show that the current Portuguese curriculum documents (Programa de Matemática / Metas de Aprendizagem) were very important to map the development of the topics under study. However, the teachers did not agree with the formalistic orientation of these curriculum documents, and decided to emphasize intuitive elements such as connections with students' reality and pictorial representations. With their participation in the lesson study, the teachers developed a sense for the importance of the wording of tasks and for possible students' difficulties in solving them. The teachers recognized that tasks with some degree of challenge were important to stimulate students' reasoning and that in such cases unforeseen responses could be given by students. The teachers also got a clearer notion of students' difficulties in reasoning processes (especially generalizing and justifying) and to aspects of classroom communication that promote or inhibit such processes. As teachers did not

identify themselves with the curriculum documents, these did not play a significant role, besides the initial planning of the research lesson.

9B | 9647 | Accompanying primary education teachers in their improvement. Results of a research project on the student voice in Cantabria (Spain)

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This paper was written within the framework of a research project focused on promoting improvements in education by increasing student participation ("Analysis of the processes of educational inclusion/exclusion in compulsory education. Development of local change projects and school improvement. I+D+i: EDU2008-06511-C02-02/EDUC). The project which took place over a four year period (2011 – 2015) under the concept of what the English speaking world calls "the Student Voice" was divided into four phases: 1) Entering the school; 2) Needs assessment and return of information; 3) Pupil consultation; 4) Improvement activities and 5) Assessment. The tools used for data collection in this ethnographic research project based on qualitative research methodology were observation, field notes, audio and video recordings and interviews. Data collection was focused on reaching an in-depth understanding of teaching practices with the aim of designing improvements in which all participants felt valued. The methodology used took into account the point of view of the participants in the school, placing particular emphasis on the importance of recognizing the value of contributions made by students. The study was developed with schools from all levels of education (from nursery to secondary), including so called "second track" programmes. The sample consisted of a total of 11 schools. In some schools we worked with several classrooms and teachers at the same time or over successive years

This paper details the work carried out in two primary school classrooms during the 2012-13 academic year. It analyzes the views of education professionals (tutors and counsellors) on how their teaching has improved as a result of their participation in this project and looks at their approaches to educational reality, classroom methodology, student opinions and their role in improvement projects, etc. The main source of information used was eight interviews with four professionals at the beginning and end of the project.

The results demonstrate the importance of the participation of these professionals in the project in raising awareness about the practices of student participation already being developed in their schools, a factor which is conceived as essential for the establishment and survival of this project. Furthermore, the project has enabled them to organize space and time for reflecting on their teaching practice, improving co-ordination and creating a team consisting of all the professionals in the school involved in it. Finally, these professionals have identified other significant changes for improving their teaching such as their opinion of their students, the development of tutorials, the methodology used and the level of autonomy and participation of their students in these methods.

9B | 9651 | Curricula comparison of health and social management programs in Czech Republic, Finland, Portugal and Scotland

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Managing social and health care services places higher and higher demands on managers. Nowadays managers have to find ways how to deliver high quality services with less available resources. Clients'needs have become very complex and therefore they must be guaranteed to have an access to both social and health care services. Managers in order to provide quality services also need to be multidiscipline professionals. Usually they need to have an academic degree in a public health discipline and/or in social work. On the other hand they must be also well trained managers, who are able in turbulent times to lead multidisciplinary teams of experts to deliver excellent outcomes.

No wonder that the universities are asked to design special programmes in which 21st century social and health care managers could be trained. So far many of such programmes have been developed especially at national levels. Current experiences show that the national borders have to be overcome even in the area of new curricula development.

The aim of this paper is present how five European universities started work on Joint Master Degree programme in social and health care management. In order to achieve such a goal they needed to analyse the content of their curricula to define their similarities and to be aware of their differences. The comparison was made by curricula, usually programme's and modules' description, analysis accompanied by online interviews. This article presents the main findings of the curricula comparison.

The main objective of a curriculum development it's to address and answer to the societal needs and aims and to the results of the analysis do it by academics and professional about the competencies needed in future.

Share and build a curriculum between different Universities, with different background, experiences, interested, core competencies, culture, and way to do the "things" is a challenge and demands a carefully methodology design, in order to prevent a remission in curriculum coherence.

The idea to develop a curriculum in Health Care Administration at European level requires a strong commitment with knowledge and the idea of a common European framework of curriculum design. To answer to this we need work on a curriculum comparison methodology, in same way defining a benchmark analysis of curriculum that is used at National level.

The involved programmes share many similarities in their general set ups. This finding can be documented mainly on the absolvents' profiles and learning outcomes' statements. Three main thematic areas can be identified in each involved programme. These areas are: health and/or social care systems, social research and management. On the other hand in Bologna declaration regulated environment surprisingly many differences have been discovered too. Different programme's documentation, length, credit values, modules' amount belong among the most important ones. The curriculum comparison has shown there is a good base for creation of Joint Master Degree programme in health and social care management if a careful attention is paid mainly to different national approaches to Joint Master Degree programme accreditation, each programme concrete ways of deliver and the proper choice of suitable technology for international collaborative learning.

9B | 9700 | Cooperation in Science Teaching: The students' contributions, speeches and arguments

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In this paper, we acknowledge curricular practices and other perspectives used for the teaching work in Science teaching, contributing to Teacher Education studies. The specificity of other approaches is sought, whether centered on the relationship between young people and those who them, and their skills to identify how to learn best, assuming a special focus on teaching, explaining and learning Science through the discourse of young secondary students. Different practices and interaction in educational domains are identified in order to achieve better results in school work, through studying the way students «see science education», therefore accomplishing better learning skills and curricular justice in the school environment. In the course of research and review of the literature it is noticed in the speeches of students a reluctance to follow the studies in science (Cachapuz, Gil-Pérez, Pessoa de Carvalho, Praia & Vilches, 2005). This "crisis of science education" (Pozo & Gómez Crespo, 2009:15) is manifest in the classroom with the teaching of a form of science disjointed of scientific knowledge which sometimes is translated into a decontextualized learning. Generally, and consequently, students reveal discomfort, doubt and anguish to continue their studies in vocational areas where science subjects – Mathematics, Physics, Chemistry, Biology, Geology and Geography – are nuclear. Research in science teaching shows that "most of the students don´t learn the science they are taught" (Pozo & Gómez Crespo, 2009:15). Affirming students' don´t learn, is clearly different from affirming that students don't learn what is taught. It is as though two different "sciences" are being taught. In this perspective, we notice a decreasing demand of students for scientific studies. Due to the uncertainties and difficulties presented by students regarding the valid curricular standards there is an increasing demand for alternative science learning skills in non-formal contexts, such as tutoring. Within this context, the project "CiênciasForaEscola" (CFE, SciencesOutsideSchool), which involves a transnational team in a networking and multidisciplinary partnership, that includes the participation of two secondary young students. In this paper, we will present the six tutors' narratives, three clippings of the focus-group interviews and the preliminary results of the survey answered by tutees and secondary education students from Portugal and Cape Verde. The main aim of this research consists in understanding different strands of knowledge that allow us to understand the Science teaching curriculum for learning and equity, challenge cooperation in Science Teachers Education and develop curricular justice in education.

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9C | 9724 | Images of school: Students' perceptions about teaching and learning in the discipline of geography

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The present study is based on the changes in curriculum reorganization of basic education. It values a new model of teaching and learning and it considers teachers as supervisors, in order to achieve students` integral development and education for citizenship. Thus, the overall goal is to investigate how students perceive the 9th grade curriculum organization of teaching and learning Geography, in connection with motivation and academic success. In the survey, conducted in a public school, we used a quantitative methodology, applying a questionnaire. The results show that respondents consider the issues worked, actual and interesting. Although they have different perceptions, regarding the organization of the teaching and learning process of Geography, they consensually value the teacher `s role in the classroom. However, they show some distance in relation to curriculum organization. We conclude that students have the perception of the teacher`s influence and orientation in the classroom, for a differentiated management of Geography curriculum, enhancing motivation and interpersonal interaction .

9C | 9656 | The narratives in teachers formation: Teaching paths for construction of the curriculum in field schools

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The article discusses the narrative as possible methodological resource in education research. The narratives represent the singular, this issue may be relevant when it comes to rescue the individuals history who, through their reports, remake their route and present possibilities to rethink practices and trajectories. Initially, we bring a brief reflection on educational research in Brazil and, briefly, we discuss the use of narratives as a methodological resource. We present the narratives of three women teachers who work in elementary school, from first to fifth grade, in field schools, located in the Bodoquena region of Mato Grosso do Sul. They present their work, history, careers, the ways that made them teachers. We seek to point out elements that highlight the contribution of the narratives in the women teachers' voice, as a possible resource in recognition of subjects and contexts. From the history of these women teachers our intention is to find evidence of how happened their formation process and how was their choice for teaching; what features were attributed to their teaching practice; the influence of the place where they lived for their career choice and what are the important influences on their routes. The narratives suggest the women teachers report singular situations, but are intertwined in historical, political and social contexts that show the teacher formation and its nuances, besides, these issues corroborate with the curriculum to be implemented in field schools.

9C | 9693 | The curriculum and teacher education fields in Brazil

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The fields of Curriculum and Teacher education are interconnected fields, once curriculum becomes a concrete reality through teacher's pedagogical practice. Nevertheless, each one of these areas has its own specialized production, with its own journals, academic groups and scientific events. Curriculum and teacher education are fields whose pedagogical dimensions can give the necessary support for school practice and educational policies.

In this context, the objective of this paper is to analyze the production of these two fields, seeking the identification of subjects, authors and theoretical approaches used in both areas and their contribution for school practices and educational policies. To reach these objectives, recent literature of these areas was appraised, looking for articles that discussed the production of each one of these fields. The data for discussions on the field of teacher education derives from surveys produced in this area considering its own academic production. Differently, the curriculum field has not produced surveys for the discussion of its recent production. Thus, the data for this field was collected from papers presented at the Luso-Brazilian Colloquium on Curriculum held at the Minho University, in the city of Braga [Portugal], in 2014. Based on the data of these two fields, this paper analyzes the development, raises questions and points out ways which could help to overcome some of the identified problems. At the Colloquium on Curriculum, the largest number of papers was focused on the axis Curriculum, Didactics and Teacher Education (22.7%). It was also observed that few papers of this axis raised critiques, gave suggestions or made proposals for the curricula of teachers training courses. At the same event 11.5% of its production was focused on the axis entitled Curriculum, Knowledge and School Disciplines. It was also found that on this axis only some papers seek to provide contributions for the development of school curriculum and suggest ways of pedagogical approach for the different disciplines. Regarding the academic production on the field of Teacher Education, the surveys show that while in the 1990's predominated theses and dissertations focused on teacher training courses or initial teacher education (76% of the academic production in this area), in 2007 they start to focus on teacher identity (53%), including thematics as opinions, representations, knowledge and practices about teaching. Finally, we can observe that, despite having grown the number of articles in the field of public policies, in these two fields, the academic production could make a greater contribution to teacher education and to school practices, by discussing teacher training courses, its curricula and practices and also by presenting alternatives to the curricula of primary and secondary education. Research must invest in the knowledge of schools, identifying the main problems faced by teachers and students of primary and secondary education, because it is urgent and necessary to improve the public educational system in Brazil and, consequently, students' performance.

9C | 9611 | The relationship between teaching and research in teacher education

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New social and economic demands have led to serious changes in the role of higher education in European society. Currently, across subject disciplines and professional fields, the higher education sector is dealing with several challenges: the transition to a model focused on students and learning; the emphasis on the acquisition of soft skills and their relation to the processes of learning by research; the appeals to the social utility of knowledge and the importance given to published research.

It is in this context of change and constant challenges that Teacher Education gains importance as a professional field which recently achieve its place in higher education institutions (universities or polytechnic institutes). So even though it is a new academic discipline it also needs to respond to the demands of research and training that challenge more traditional disciplines. In this sense, initial training in Teacher Education must provide curricular circumstances that contribute to the development of skills that could be transferable to the workplace.

The relationship established between theoretical knowledge and practical knowledge is one of the great challenges of initial training in Teacher Education which underlines the urgency to understand what benefits the relationship between teaching and research as a source of soft skills for professional practice, especially since research is a fundamental feature of the professional identity and work of teachers.

The purpose of this paper is to consider the perspectives of school teachers towards the meaning and importance of research in their training and professional activity and to analyse the presence of research in teacher education programmes. Data were collected through interviews with school teachers and through a discourse analysis of a teacher education programme specifications that will provide insight into the positions of higher education programmes towards research knowledge and skills.

Firstly from the documents analysis it can be expected that research will be a very significant element in higher education policies and programmes. In fact, in the Portuguese legislation the research dimension is referred to as one of the central features of higher education and also as an activity in which teachers should be actively engaged.

Regarding the initial training, school teachers claim the existence of some research work, mostly associated with research methodologies. This experiences contributed to help them realize the importance of research to their professional activity. In fact, the development of research skills during initial training can be pointed as an advantage in the way that it provides future teachers the skills to adapt to the contexts challenges and demands. Being a researcher is considered a dominant feature and responsibility of the work and identity of teachers. However, the primary factor that motivates school teachers to undertake research in their professional daily activity is to develop teacher and teaching and, ultimately, provide the best possible outcomes for their students.

9D | 9743 | Game as enhancer motivation for learning: Engagement/Development through an integrated curriculum project

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This report presents the research project and educational intervention developed with a group of children from 1st grade, along the Supervised Teaching Practice II, as a practicum process of teacher education, inserted in the syllabus of a Master's Degree in Pre-School Education and First Phase Teaching of Primary School, Institute of Education, University of Minho.

The main purpose of our study is to assess the influence of games, as a pedagogical tool, in the teaching and learning process, and if the use of games can actually increase motivation to learn. To this goal, we studied the impact of games as an educational resource on that group of students, the effect caused on their motivation to learn and in their learning process and, in the end, the importance that games deserve in pedagogical practice to improve school results.

In this sense, we selected the qualitative methodological approach of investigation action, with the primary data collection instrument of participant observation, complemented with the teacher records (field notes) and children´s productions / documentation and also with photographic and audio records. Still found in Integrated Curriculum Project construct the engagement/involvement needed to make sense of pedagogical practices.

Several authors recognize that the use of games builds and gradually perfects the mental structures of children and develops their learning skills. Also as a promoter of motivation, games play a special role in the teaching process.

Overall, despite the difficulties encountered, this study allowed us to confirm that the use of games as a pedagogical tool originates a more meaningful learning. It also showed that it increases the motivation for learning.

9D | 9744 | Knowing to cooperate for knowing to learn: Contributions of cooperative learning in the promotion of social skills and success in education through the development of a curriculum integrated project

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Based on a methodology of action-research and in an approach to the cooperative work, this report features a project of investigation and pedagogical intervention developed in a group of children in the first grade, first phase, along the Supervised Teaching Practise II, as a practicum process of teacher education, inserted in the syllabus of a Master's Degree in Pre-School Education and First Phase Teaching of Primary School. It sports as main objective investigate the impact of Cooperative Learning in promoting Social Skills and Educational Success.

The reasons that led to the formulation of this investigation were selected and substantiated from relevant elements observed in the educational context. On the one hand, it is due to a lack of group work habits and on the other hand, to the reduced expression and sustainability social skills related to cooperation, collaboration, comprehension, mutual aid and respect, that in his absence or lack of systematization generated situations of disorder and interpersonal conflict between the children. With effect some methods of Cooperative Learning suggested by certain authors were applied, as the authors defend that their application in formal education allows an evolution in the process of teaching – learning and of the personal and social development of the child. To emphasize, the base of performed interventions had their framework in the construction, development and evaluation of an Integrated Curriculum Project, characterized by a curricular tool that assumes an active role, by students, in the building of school knowledge.

As it is critical in action – research, qualitative techniques were mainly used for data collection that allowed a deeper diagnosis and knowledge about the class. The main one was participative observation, which was complemented with field notes, children's productions, photographs and audio recordings. The processing of data obtained was supplemented in a quantitative manner, using observation charts and self-assessment of students about their performance within the working groups.

In light of the evidence exposed, in spite of being implemented in a period of time considered brief, there was a positive impact in the work developed, to the extent that the results obtained show us a gradual evolution in the acquisition of social skills in children. At the same time, it was found that as they progressed in those social skills, they also became more efficient in the processes and results of proposed work, thus leading to educational success.

9D | 9758 | Towards a gender violence prevention curriculum: Contributions from teacher education

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Gender and domestic violence constitutes a flagrant social problem with severe consequences to all society and cannot be ignore when discussing Curriculum. One of the chore ways of implementing gender violence prevention in schools is through teacher education.

We present the experience of UMAR, that with a partnership with FPCEUP, has been implementing and developing teacher training courses in gender violence prevention in schools and addressing forms of dealing with and flagging violence.

Theoritically we reflect upon the role of the teachers in preventing primary and secondary violence but also we focus on the need for these professionals to be be trained on forms of acting when facing and detecting violence within their work context.

Our 50 hour certified and acredited training course provides the necessary theoretical models and tools to implement a sistematised and structured program for violence prevention by using the transversal components of each subject and by creating and articulating teacher networks.

We include chore aspects from feminist philosophy and practice in order to train the professionals in the deconstruction of the structural and cultural components of violence, and in order to provide a framework on which teacher can base their work on.

 We apply a methodology that reinforces the need to put together and implement in schools curricular projects of violence prevention in their working contexts by requesting as a final essay a pilot project to be implemented by the trainees.

For each course, the trainees have to implement an integrated intervention with specific activities adapted to a theme of their choice, within the themes of violence prevention. These essays have to go beyond the individual subject taught by each teacher and must include a transversal perspective, in a way that it comes articulated with the school curriculum, but not limited to it nor excluding its guidelines, hence creating an inovative and integrated form of working, using clarity, precision and intentionaly planed sessions specialy created for violence prevention.

Our purpose is to analise the final essays and projects provided by the teachers that attended 2014's course in order to assess and evaluate the implementation of the gender violence prevention teacher training course and the ways on which they imlement the protocol of disclosure and flagging violent situations in a school context.

We also want to assess how the contents are being explored and if the core dimensions, adequate pedagogical conditions and methodologies are being adapted to contents and objectives of a gender violence prevention program and evaluate the results obtained by each group of teachers-

From these results we can better evaluate the impact of the network of teacher we have been training since the year (acrescentar) in order to establish the guidelines for building a curricular project for teacher that includes set themes, topics, coherence, planification and guidelines that can be implemented transversaly through school subjects and throughout the community.

We aim to establish some guidelines in order to contribute with knowledge for building a gender prevention curriculum to be included in the national curriculum.

9D | 9749 | The curriculum in edupesquisa: When teachers idealize their own formation

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At 2013 the Federal University of Paraná were invited by the Curitiba's Municipal Secretary of Education to organize and implement a Pilot Project with experimental character on Teachers Education, entitled "Edupesquisa", with MEC (Federal Ministery of Education and Culture) means. This movement intended to reformulate and renovate the further education which have been already realized in cooperation between University and SMED

It was offered a 1200h course to a group of approximately 500 municipality teachers, chose by the fact of taking master's degree or other kind of post-graduation. The "Edupesquisa" was a semi-present course proposed by local policy which objective to qualify its professional team and which model continues to stand.

In the pilot project six thematic classrooms were set. I was invited to act like former in the "Curriculum" one. In this virtual classroom, with the help of six tutors all master's students at education or related areas, I could, during four months, debate curriculum questions for create a new program. The contents selected for being discussed were divided in three groups or classes: a) The curriculum like a field to recognition of ours cultural identities; b) The curriculum like a field for questioning new "others" representations; c) The curriculum like a field for cultural critique; d) The curriculum like a field for researches development. The purpose was to question: the teacher judges himself able to organize a curriculum reformulation at his school? For this, they have to glimmer three key-words proposed in the pilot project guide: in vigor curriculum; learn and teach methodologies; projects organization

At the first class I planned to problematize the relation between curriculum and culture, based on Moreira and Candau. But I had to fall back and talk about what curriculum is based on with Goodson, Silva, Stenhouse. Then, at the second class which proposition was to compare two contradiction curriculum proposals, I brought Young and the UFPR-Litoral experience with Cunha. At the third class, with proposition character, I instigate the teachers to build their wished curriculum: times, contents and organization model, to face the 21st century questions. This activity was conducted by text fragments of Moreira, Pacheco, Leite.

The work in this last class was very remarkable for the teachers. The present classes counted with enthusiastic participations and questioning. In this process was collected enormous data base and very diversified answers about what these teachers understood by curriculum and which curriculum they seek. This diversity, I reflect, comes from the new audience of basics education institutions that demands others attentions to an equity distribution of education' process. I bring here some data that idealized multiply curriculum, arranged to promote critical and creative professional that is challenged to not fragmented himself with his executed tasks.

9E | 9684 | Education for ethnic-racial relations and history study and culture of Africa and Afro-Brazilian: Education, knowledge and practical education

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In this research the object of study is the continuing education of teachers for the implementation of the teaching of History and Culture of African and Afro-Brazilian in Uberlândia / MG between the years 2003 to 2008, pursuant to

Federal Law 10.639/2003 and its related provisions. We seek to understand what were the impacts of the training on the meaning / reframing of knowledge and pedagogical practices of teachers, and how these values rethought, rebuilt directions to your practice, intervened in the processes of the pedagogical and curriculum in the schools where they teach, the light of these experiences. The methodology supports at the multicultruralism as a concept and practice structuring in scientific research, and the paradigmatic plurality as theoretical and methodological (CANEN, 2008), in dialogue with the study on the state of the art (FERREIRA, 2002; ANDRE AND OTHER , 1999), literature (Gil, 2002; Mioto & LIMA, 2007), the preparation and analysis of questionnaires (VIEIRA, 2009), the oral history (MEIHY & HOLLAND, 2007). The theoretical supports the concepts of emancipation; plurality epistemological / epistemologies South (SANTOS & Menezes, 2010); African diaspora. In the first part: "Education of Racial and Ethnic Relations Teaching of History and Culture of African and Afro-Brazilian," are arranged by chapter, I titled "History and Culture of African and Afro-Brazilian: concepts and conceptions", and Chapter II entitled "Education and Emancipation: public policies and the implementation of the Federal Law 10.639/2003 "and in the second:" Education, Knowledge and Educational Practices, "are arranged chapter III entitled" Of the paths and research subjects to the issues and problems of the research ", Chapter IV entitled "The Continuing Education of Teachers for Education of Racial-Ethnic Relations and the Teaching of History and Culture of African and Afro-Brazilian in the City of Uberlândia / MG ', and Chapter V entitled" Continuing Education of Teachers, Knowledge and Pedagogical Practices of Teachers in the city of Uberlândia / MG. " Identified in research as teachers construct teacher knowledge and reframe the interface with the continuing education focusing on the teaching of History and Culture of African and Afro-Brazilian. The recognition of the existence of racism as a challenge for the knowledge and pedagogical practices by teachers moved toward the diagnosis of the factors that build these practices in the school environment and the challenges to overcome it. Continuing education that is research enabled the teachers who participated in this experiment confront the racist practices in the school environment towards a positive education of racial and ethnic relations and the construction of a school plural, recognition and appreciation of ethnic and racial diversity of themselves and their students, and incorporating the experience of a Pedagogy of Africanidades from the signification / reframing the pedagogical practice of teachers in pedagogical practices griots. FINANCING: CAPES; FAPEMIG

9E | 9748 | Teacher authority in the modern era: Questioned pedagogical act

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The lack of teacher's valorization policies is a recurrent hallways discussion among teachers at Brazilian schools, and it reflects student's indiscipline, questioning educator authority. Historically, the subject of lack of educator authority is a movement originated by different problems, and its root is the decadence of institutions. The research "Teacher authority in the modern era: questioned pedagogical act" was developed as part of doctorate project in a public university in Salvador-BA, Brazil, and it aims to analyze the teacher's authority in the modern era and it's implications in the pedagogical act. Qualitative approach research was used as method model, assisting in understanding and interpreting the acts of the studied subjects. Case study was used to analyze the phenomenon

in its depth, given the complexity of each volunteer. The research was conducted in a big public estate school localized in downtown Salvador-BA, Brazil. The data was collect using observation, semi-structured interview and conversation with six last year of elementary teachers. For the data analysis and interpretation, descriptive and interpretative categories of the three instruments will be analyzed through the French speech analysis method, considering the explicit and implicit in the speech.

We are presenting a part of this research, trying to question and discuss the ambivalence of the docent statute, that in determinated and different context, are developed as acts of (des)authorization, and for that we started with the comprehension of the authority concept based in Kojeve(2006) and Arendt(2010). Authority presumes recognition, in other words, the one that has authority needs another to legitimate it, which is why it's important to remember the fact that authority isn't given through individual, but always is social. (KOJEVE, 2006). Arendt (20101,2011) emphasizes that maybe given negative way that authority is built, because it doesn't use coercion or force, the author theorizes that violent or tiranic acts differ from authority only because of the freewill. In the educational scope, the discussion of teacher's authority brings the need to think the place and position occupied by the teacher in the educational and social scenario, because the most prominent discussion is that this place has been poorly occupied, revealing that something was lost along the way. (CEREZER, OUTEIRAL, 2011) In this scenario, it's necessary to think about what is behind empty authority place that is found in different institutions. Our goal is that our investigation brings reflexion to why some teachers, despite the lack of educational and social context, authorize themselves in pedagogical acts, transforming the learning and teaching in transforming experiences, while other, resempting a desauthorizing process, make their classes empty moments. What is implied in their curricular and formation grade of the former that make it possible their differentiated practice?

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9E | 9677 | Reflection and Investigation on primary school teachers' internships

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This is a doctorates study, which has as main goals identify reflection practices on internship contexts and understand the way in which it becomes a disposal of investigation and professional development.

We are focused on primary school teachers' initial education after the changes that Bologna process brought. In this way, we study two Masters' degree: Master in kindergarten education and 1st cycle teaching and Master in 1st and 2nd cycle teaching.

Teachers' initial training has suffered several changes and studies during time (Pereira, 2007; Campos, 2013). The last change that has a huge impact in it was the Bologna process, which leads to several modifications, causing, for instance, that newly-degreed teachers need a master degree to be able to teach.

Internships are seen as an important part of initial training for many authors (Lopes, Pereira e Sousa, 2014), since it is this the time when students can practice and apply what they had learned, in an oriented way by their supervisor and cooperative teachers (Moreira, Paiva, Vieira, Barbosa and Fernandes, 2006).

We have now moved from a technical-rationality (Schön, 1995) to a conceptualization of teacher in which he finds solutions for the problems he have to deal with.

Using a qualitative approach (Bogdan & Biklen, 1994), we collect and analyze, national wide, curricula from these degrees, and we study them more intensively in Oporto institutions. For this, we do content analysis of the curricula from several institutions, we do an explorative focus group with students, we interview students, supervisors and cooperative teachers, which guide and help students during the internship and we collect and analyze several internship's reports.

With all this data, we wish to have a national panorama of what is being made on initial education institutions, but we also wish to hear what the one that are involved think and conceptualize about their training or teaching.

From what we have already analyzed, we may say that the internship occurs mainly during master's degree, during an year, in which they split the internship for the two cycles students will be able to teach. This is seen as a negative aspect about their education, by students and teachers that think it should be at least one year for each cycle.

From the analyzed curricula we found out that reflection and investigation are important aspects to work during training, although students have different experiences of reflection during their internships. Nevertheless, their conceptualization about reflection is alike.

We still have some more thought interviews and we still have some data yet to analyze. In these, we expect to deepen our understanding about the reflection mechanisms that occur during internships and its implications on students' growth.

9F | 9695 | Pedagogical practice: Teaching and learning

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The article talks about "Pedagogical Practice". This is a nuclear discipline of the Master's Degree in Early Childhood Education and 1st Cycle of Basic Education taught in Private Polytechnic Institute of Portugal. In particular, we study the context of kindergarten.

In a qualitative logic, based on research-action, we registered the largest gains achieved by the students who promoted a practice centered on Project Work: greater autonomy; critical capacity; bigger articulation between theory and practice; increase of dialogic capacity; greater dexterity in teamwork and, in particular, the achievement of a more effective professional development.

While the students experienced and reflected on the stages of Project, as well as they lived with more enthusiasm their praxis; we inferred, as investigators, that the methodological approach of the Project Work constitute a formative project for both parties and a possibility to reinvent the pedagogical practices experienced in the context of today's kindergarten. Then, we believe this methodological strategy is the best way to understand the essence of teaching and learning in preschool education and the main aim of our research is to analyze it.

Within a diverse methodological line – such as supervision, observation – in the present paper, we highlight the portfolios in the curricular design of the programs of teaching practices and pedagogical innovations.

Portfolio is a concept of evaluation and not only an instrument / tool or a method. Meanwhile, and as supervisory teachers, we oriented and evaluated several portfolios, targeted to different audiences. Here we study two samples or audiences: students of Master's Degree in Early Childhood Education and children itself. So, we analyzed the content of both portfolios: the former was named by "Practicum Portfolio" and the later by "Portfolio of Children". This paper also shows how portfolios are able to be used in different levels of education; they can be organized by developmental category, content area, topics or themes. Both samples, the main data gathering instruments, are organized by categories. To organize the "Portfolio of Children", students implemented several instruments which are international recognized by its quality in kindergarten, such as: "Early Childhood Environment Rating Scale" (Harms, Clifford & Cryer, 2008); "Child Observation Record" (High/Scope, 1992); "Children Tracking System" (Portugal & Laevers, 2010).

According to theoretical references, the principal results infer that portfolio assessment emphasized and evidenced the learning process as an active demonstration of knowledge. It was not only used for evaluating learning processes and learning outcomes, but it was also used to encourage students involvement in their assessment, their interaction with other students, teachers, parents and the larger community.

Above we identified several valuable goals that make portfolios attractive in education. However, it's important to emphasize that identifying specific goals or purposes for assigning a portfolio is the first and most critical step in creating such an assignment. Furthermore, this research goals to identify not only strengths, but also weaknesses of portfolios.

9F | 9686 | Reflective practice, skills and assessment in initial teacher training

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Societies of "reflexive modernity" are evolving at a dizzying pace. Technologies change work processes, forms of sociability and connect authors to multiple social fields. For Giddens, knowledge conveyed by expert systems, the contact of individuals with experts from various fields and the dissemination of specialised information by the media have increased exponentially in the "reflexive modernity". This has allowed individuals to gain access to a variety of enriching experiences regarding their cognitive resources. As a result, the reflexive monitoring of social activity is a distinctive feature of the quotidian of individuals in contemporary societies.

In constantly changing social contexts, education research has pointed to the need for new conceptual models for teacher training. In this sense, since the eighties, reflexivity (Schön, 1987) has been seen as an essential component of teaching practice (Schön, 2000), in which the teacher is seen as a professional who plays an active role in the establishment of purposes, objectives and means to achieve in their work, and who researches the teaching practice inside the classroom, identifies problems, searches and develops intervention projects to solve those same problems, based on professional knowledge arising from their own experience (Zeichner, 1993, 2008).

Reflective practice requires not only the mobilisation of knowledge but also skills, as it appeals to the interaction of the individual's resources and the resources existing in the environment. In fact, there is a tendency in European policies for the adoption of professional skills in teacher training courses (Tuning Project, 2000; European Commission, 2012, 2013). In the last fifteen years, a large number of countries have applied frameworks of references reflecting the European effort.

This study aims to identify the skills inherent to initial teacher training courses for the 1st and 2nd cycle of basic education taught at Portuguese higher education institutions as well as how they are assessed and transferred to the training area.

We have chosen the intentional sampling method to select a sample of higher education institutions to be part of our study, as we have decided to include only the higher education institutions that place the larger number of teachers in the education system for the 1st and 2nd cycle of basic education. The final sample consists of 17 universities and polytechnics. Regarding methodology, we have opted to analyse the content of the curricular units of the courses delivered by these institutions

Our analysis has shown the presence of some of the skills listed in the European reports for teacher training. However, it has also shown their inadequacy in relation to assessment strategies, which are more of a summative nature than formative, and the tools used for assessment, which are more targeted at synthesis tasks (e.g. tests) than at development tasks (e.g. portfolio, project) that allow a better assessment of the learning of skills.

9F | 9653 | Professionalisation of teacher education in Mauritius: Analysing teacher education curriculum development process at the MIE

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In Mauritius, the Mauritius Institute of Education (MIE) is the sole teacher education institution mandated to develop and maintain professionalism in pre-service and in-service educators. Educators are the greatest attribute of any education system and educating educators in the country has not only been considered as vital for ensuring educator professionalism but also for refining the process and effectiveness of teaching and learning. Curriculum design at institutional level, requires that there is coherence in the model/s used for course development. According to Jackson (2002) several forces; at institutional, departmental and individual levels, influence this process and in the absence of an institutional instructional design understanding and procedures, it is argued here that teacher education curriculum might not be totally effective. This study, therefore analyses existing structures for course development in teacher education through the lenses of theories of curriculum foundations. Questionnaires were initially used as instruments to gather data among Teacher Educators, Heads of Departments, Programme coordinators and Management cadres at the MIE. A sample of 50 respondents answered the survey questionnaires. A focus group discussion, including a sample of 10 participants from the above groups of respondents was also carried out. Purposive sampling procedure was adopted to select the participants in this study. Data was analysed qualitatively using content analysis method. Findings reveals the existence of organizational procedures for course development at the MIE. Further analysis shows that Teacher Education curriculum development is mainly influenced by political and philosophical forces. The study concludes on a need to conceptualise and formalize curriculum development process at the MIE, based on a clear model of instructional course design, for effective professionalization of teacher education in Mauritius.

Posters

9745 | Integral Education Curriculum in Brazil: opportunities and challenges

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Integral Education in Brazil has been induced by a series of government initiatives, among which the Program More Education stands out. Since 2007, it aims at extending the length of stay and the learning opportunities of public school students who have a low income in Basic Educational Development Index (IDEB). This program understands Integral Education not only as an increase in study time, but also as the integration between school knowledge and local knowledge stemming from students reality, which directly impacts the idea of a traditional curriculum still present in many schools. In this perspective, Integral Education requires a significant change in concepts, and even in paradigm, related to many traditional practices and spaces still existing in the Brazilian public education. Besides being focused on serving the working-class children – which has become a reality in the country –, the Program More Education proposes hiring college students and community lay people to work after school. Thus, this scenario problematizes the teaching profession and the relationship between school and local knowledge, questioning the hierarchies, including social classes, stablished in these spaces. In this sense, this paper presents the concept of curriculum used in the guiding documents of the program, conceiving it as an opportunity to advance in the ways of learning that have been present for a long time in the school. These findings are illustrated by the analyses made based on the state of knowledge search (Morosini, 2015) of 54 abstracts of theses and dissertations written between the years of 2011 and 2012. These abstracts are available in Theses Portal of CAPES (Coordenation for the Improvement of Higher Level Personnel) and they refer to the challenges of experiences of implementations of expansion of school time in different regions of Brazil. From this scenario, the results of theses and dissertations analyses, after content analysis (Bardin, 2009), converged to the fact that Integral Education Policy at this moment does not bring significant changes on the form of organization of school curricula. The curriculum integration occurs in an unsystematic way, and time and space are not so different from those used by mainstream regular time schools, having as a differential only the time spent inside school. Thus, according to publications, differently from what is expected, there has been a doubling of the formal curriculum of the regular shift, what makes the other shift a moment of "more of the same". It is possible to conclude that this issue is directly related to the teacher's education, because more dialogue between teachers and monitors is necessary about integrated proposals that also consider the knowledge of students.

9618 | "Flipped classroom" as new challenge in higher education: a multi case study

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"Flipped classroom" is an emergent concept in educational discourses in higher education. In a short papers' inventory in Scopus database of peer-reviewed research, it was possible to find out only one paper in 2009 and a

rising number of papers in following years – in 2014 ,137 papers were included in Scopus labeled with this keyword.

"Flipped classroom" means a pedagogical inversion of traditional class: actions that are used in class are now prepared by students previously to classroom. Therefore, when students come into class they already know what is main topic and more important problems that will be under scope. Classroom is used to debate, to do exercises, to perform experimental protocols, to further discus main implications of scientific issues related with course subject matter. This implies more active role of students and more challenging task of lecturers.

This paper aims identify and characterize courses in UPorto that are using flipped classroom idea (not the expression) as the main pedagogical strategy. Furthermore, it relates such strategy with active learning practices and discusses its effectiveness.

A multi case study focused in these courses is running to reach these objectives. Documental analyses and interviews with lectures are used to collect empirical data.

9675 | Policies of higher education qualifications: the pedagogy curriculum in discussion

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This research was conducted with support from the Observatory Program from Coordination for the Improvement of Higher Education Personnel (Coordenação de Aperfeiçoamento de Pessoal de Nível Superior– CAPES/Brasil), e presented as topic of discussion the The Institutional Program Initiation Grant to Teaching (Programa Institucional de Bolsas de Iniciação à Docência - PIBID) as public policy for higher education. This work has as objective to identify the possible contributions of anticipation of the link between academics and the playing field, proposed by PIBID, in the performance of compulsory curricular training. The specific objectives are: a) analyze the edict PIBID implementation and its objectives in the context of higher education qualification; b) identify teaching assignments in current school context; and c) recognize the contributions of participating in the PIBID for development of the supervised training. The adopted methodology in research is a case study qualitative approach, and use as an instrument for data collection analysis of legal documentation that supports the actions of the PIBID and of census data of higher education in Brazil, in addition to questionnaires with the academic Pedagogy course of Universidade Federal de Santa Maria (UFSM). The PIBID intends to unite the Secretaries of States and municipalities and public institutions of higher education (Instituições Públicas de Ensino Superior - IPES), in search of improvements in teaching in public schools through scholarships for teaching beginners, aimed at scholars graduate courses, looking for commitment of them, when graduates, with the exercise of the Magisterium on the public network. According to the Census of higher education, the year 2013 by the Instituto Nacional de Estudos e Pesquisas Educacionais Anísio Teixeira (INEP), the rates of enrollment in graduate courses increased by 19.61% since the year 2009, but in the last two years, enrollment grew by just 0.8% demonstrating a stagnation in demand for these courses. In face of these statistical data are curricula lagged in relation to the challenges of teaching. Inserted in the universe that governs the school and relationships that are established, the academic experience, no more out, the day-to-day professional who goes beyond the knowledge constructed by educational sciences. However, in the courses of pedagogy of UFSM, training practices only happens in the last semesters, although the insertions be provided from the third semester of the course, so that knowledge built along the initial

training become distant from the reality of schools of basic education. It was possible to conclude, through research, that the anticipation of the academic link with the locus of professional activity promotes the development of knowledge built from the work and experience, through the pedagogical management and pedagogical practices, contributing to the development and evaluation of the actions developed in the space of the supervised training space.

9624 | Change: routes and challenges in higher education and training in Design

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Considering the visibility that Higher Education has gained in the education and training space, and the task that universities currently hold in the formation of the new elements of knowledge, communication and information societies, it becomes unavoidable for Portugal to follow the various challenges imposed by Europe. After the implementation of the Bologna Process, the paradigm transformation in Higher Education, with the integration of guidelines focused on the quality of the education, the mobility of teachers and students and the autonomy of the students, originated an adjustment of the education processes to the new organizational model. Thus, the reformulation of teaching-learning methodologies became dominant, according the new students' skill profiles which led to the reposition and redefinition of the teachers' role in the formation of the students technological and scientific and technological matters based on new student's skill profiles. Moreover, in order to meet the challenges of globalization and turn the European Union economy into one of the 'most dynamic and competitive in the world' several strategies and guidelines were defined in the European space and also throughout the European Member States, as was the case of Portugal.

The purpose of this study is to analyze and reflect on the changes made to the Design courses at the university and polytechnic levels, both for bachelor and master degrees.

To achieve the purposes of this research, we used a qualitative paradigm (Denzin e Lincoln, 1998), using techniques such as surveys (structured with open and closed questions and structured and unstructured answers) from various sources, such as the institutions involved and its teachers and students; the interview (structured with direct questions and indirect questions); content analysis; observation and document analysis. In view of the growing role of the Design and its professionals have in contemporaneity, it is mandatory to pursue a teaching method that better approaches the reality of our society. Preliminary result show us that it is up to the Higher Education institutions, to assume themselves as the entity responsible for the implementation, development and promotion of knowledge and experience together with the collaboration and responsibility of teachers and students to support the delineation of both the universities and society, Under the new educational context, training can be considered as a link between the two areas of knowledge, the academic training and the professional one and we must be forming professionals/designers with self-learning capabilities, that easily self-adapt to new technological, scientific and professional field situations and particularly to understand what is the role of the design in order to produce knowledge that is easily convertible into economic, social and cultural development.

9606 | The communicative effect of lectures and communications in High School

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At school is asked increasingly to develop other tasks that ensure other learnings than the one's required. Their mission has as objective the full development of children and young people, and its accomplished by the creation of humanistic, cultural, social and environmental dimension. The school appreciates the informal curriculum, because the promotion of this activities help the student growing and the creation of a learning mood growth. In High School the scientific and thematic lectures represent a common practice of informal education offers with the purpose to broaden horizons of knowledge.

Which importance and effects have this educational offer in the curriculum of students? Answering partially to this question is the objective of this research.

The research attends the student's perceptions, an urban High School System of the Portuguese State Schools, about the effect of conferences in their motivation an in their learning. The objectives are: identify the lectures and conferences characteristics that enhance the interest/disinterest of students; relate those characteristics to the potential of the conferences to constitute an expansion of learning strategy.

The methodology of investigation is quantitative while it was pretended to produce knowledge about lectures characteristics to relate them with the potential of the interest of students, collecting details of an extensive sample of persons to identify the dominant tendencies. The instrument used to gather the details were surveys, applied to one hundred and eighty students registered in High School. The survey allowed us to evaluate the perception of the students, that watched conferences in the last two years, about the organization, conditions of realization, group mood, theme appreciation and the speaker's attitude. The details were worked quantitatively, having been analyzed in a crossed way, with the student characteristics (gender, course, school year).

The results show that the students search for an escape to the formal curriculum, through the attendance to conferences and communications made in their schools. The interest of 10th grade showed by their attendance is higher to their mood and cooperation of the 12th grade students. Despite this, both years don't show interest in taking part of their organization. We verify that a lecture should be challenging, appealing to group stimulation, where the speaker should use the multimedia tools and provide informative materials, like leaflets or playful objects. After the participation in lectures experience and also in communications, it was established the agreement between the different research areas (Science and Technology, Languages and Humanities, Socioeconomic Science and Arts) about the resignation and dismissal of actions and activities that have as a purpose an evaluation and the students consider important the reflection and a critical position before the themes.

9659 | The curricular practices of the trainee-teachers: An analysis of the movement between the graduation curriculum and teaching practices in the Portuguese language area

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This research is part of the national debate on the directions of curriculum policies, regarding the curriculum and teacher training, and aimed at analyzing the curricular practical training of students at the Pedagogy course who are also elementary school teachers from public schools in the Agreste region of Pernambuco- Brazil. The starting point was to understand that the curriculum can not be interpreted as a ready and finished proposal, which is only performed by those operating in the practice area, since we understand the curriculum as a movement between what is thought and experimented in the daily life at school. Thus, the curricular practices result in hybridized policies in which the senses are built to move and not as a fixed form, being reconfigured by influences within both global and local realities. Therefore, the curricular practices should be open to reconfigurations and new meanings are assigned according to the context where they are being experienced. From this scenario emerges the following research question: what is the movement among the curriculum lived in the Pedagogy course, and the curriculum component within the Methodology of Portuguese Teaching and the teachers' practices during their learning process like? Trying to answer this question, we developed a field research through interviews and observations in the classroom, with three teachers in the early years of elementary school who were in training at the Pedagogy Course and who had already attended all the classes at the mentioned subject. As we understand the curriculum as being made from various discursive forms, which are established through both the production of texts and practices, we took the Discourse Analysis as theoretical and methodological tools. From the analysis of the interviewed trainee teacher's speech, we realized that they highlighted the contribution of the studied subject 'Methodology of Portuguese Teaching' for the school curriculum organization and the curricular practice, regarding the selection of the most significant contents. As for the contributions to the everyday knowledge, the teachers' speeches revealed that the above subject showed them the necessity of including other knowledge and different moments in their classes in order to meet the needs of what was presented as a demand in their everyday practice. From the observation of the practices of the trainee-teachers, we realized that the organization of the Portuguese language classes covered the contents proposed by the adopted course book, but that was not the only resource to be used since other materials such as photocopied activities and games were also important in their daily practices.

9678 | Analysis of a teaching sequence according to the theoretical and methodological foundations of dialectical mediation

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When we observed the lesson, although to be a unit is peculiarity of the a complex social organization, however a channel for reflection or for alienation. Hence the need to understand it in an ontological perspective. Even though clear that education, through the lesson, can be transformative, can not avoid the realization that scholar education, for the most part, is linked to a model of domination in which there is exploitation of man by man. The classroom is a privileged locus for the dominant political action. Therefore, the teaching activity is not neutral and the transformation of the school as well as of society, is linked to the ideological shift.

This study consists of an analysis of a teaching sequence, according to the foundations of dialectical mediation methodology. This sequence was obtained from elements found in random search on didatic books of the brazilian educational system Anglo. It was decided to analyse the booklet 04, from the 2nd year of primary school, used by students in 2014. The didactic sequence used refers to the content of science, chapter 16, entitled "Investigating the oceans".

The methodology of dialectical mediation is the application of the categories in the dialectical method and reflect the upward spiral movement and progressive of the lesson.

Through brief contextualization of pedagogic dialectical mediation, it is possible to analyze the didactic sequence consisting of the current guidance for classes in school education in Brazil.

The didactic sequence consists in part of a didactic planning, through which activities are planned, according to what is expected of the student during the school year. While advocates of this methodology put the constant need to observe the planning, initial survey, content, objectives, stages of learning, flexibility, evaluation, among others, is not what is perceived in reality.

Most of the teaching sequences come ready to the teacher through educational systems and sites recommended by the greatest education companies.

The use of didatic sequences leads to a teacher's accommodation trend, that does not need to think deeply planning your lessons, which leads to a reflexive difficulty on the material used. Thus, there is a reduction of the importance the work's teacher.

The students spend to be mere content receivers chosen by the existing educational system, and they have little chance to develop critical consciousness.

If the comparison with the methodology of dialectical mediation takes place, it is obvious that the teaching sequence analyzed, does not have planning emancipatory educational activity; there isn't development, and not even evaluation of the student. For all this, does not permit overcoming the initial ideas. Also, there isn't evaluation of the educational activity in its entirety.

9679 | Limits and possibilities in the process of [re] construction of the pedagogical-political project of public schools: Curriculum [re] articulations and educational policies

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This study is due to an ongoing research – "Dialogue between public policy and educational actions: limits and possibilities", Observatory program of education, Coordenação de Aperfeiçoamento de Pessoal de Nível Superior, developed by the research group ELOS/CNPq at Universidade Federal de Santa Maria, in Teaching Municipal Network of Santa Maria, in the State of Rio Grande do Sul, Brazil. The study refers to the difficulty that school communities have as for interrelating theory and practice in the process of school management, in particular, as the base, articulate and organize their Political-pedagogical Projects (PPP) in accordance with the needs and potential of school contexts and their students as well as the theoretical and legal regulations related to the National curriculum guidelines for basic education. In this sense, with the purpose of analyzing, in the speeches of managers of public schools and the municipal Council of education of Santa Maria-RS, the limits and opportunities

evident in the process of [re] construction of Political-pedagogical Projects, this research has been developed from a qualitative approach and participating methodology next to the schools city network and the Board of Education. In addition, she uses the document review and semi-structured interviews with the managers of schools, aides and advisers to education. Highlights that the partial results relate to [re] signify and [re] articulate the process of construction of the pedagogical political project (PPP) from the signaling the interviewed subjects about the limits and possibilities in their realities, from the perspective of that PPP delineates aspects underlying the school reality, its principles, legal-theoretical aspects, as well as intentions and priorities that require specific educational actions based theoretically and legally. The PPP is closely related to conceptions and curriculum [re]articulations from national and local public policies, which are interdependent. Also, it is important to note that, from the perspective of the policy of democratization of educational management in Brazil, the PPP requires be experienced and [re] built by everyone involved in the educational work of the school and their [re] construction requires responsible study and competent position about educational / school management processes, curriculum options, the epistemological and methodological aspects as well as the planning and evaluation processes. It also requires democratic, collective, collaborative and participatory work among school, Office and Municipal Council of Education, since the PPP as a guiding plan of the school needs to expand its capacity for dialogue with the various interfaces of scientific, historical, social and cultural knowledge, especially, interrelating national and local public policies.

9681 | Social representations of teachers on the inclusion of students with disability

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The research presented comes from the current context in which the school inclusion of people with disabilities occurs. However, it can be distorted by unconscious mechanisms of exclusion by the educational agents.

The teachers of the initial series became subjects of this study by the fact that they have a responsibility of the student entry in elementary school, as well as the acquisition of formal beginning of his alphabetization and literacy.

As well as there is a standardization of individuals, the teachers compare students in the classroom through performance. People with disabilities often have different performance compared to established as common, fleeing to school standards and can bring acceptance of difficulty by the teacher in his stay in elementary school. The teacher, when faced with this situation or this possibility, you can display attitudes of fear and anguish, raised by their myths and prejudices.

In this context, it is important to understand the concepts that the teacher have about inclusion, so that it can occur discussions in order to bridge the gap between knowledge and practice. To do this, the basis of this study constitutes the social representations according Moscovici.

The outlined goal is to analyze the social representations that the teachers of the first municipal initial series of a city in the southern of Minas Gerais in Brazil have about inclusion of students with disabilities in regular schools.

The municipal net teaching, of this city, have eight elementary schools. Six of these are located in urban areas and two in rural areas. There are 31 initial series.

For understand the social representations of teachers, a field research was carried out, with the procedure a semi-structured interview. Data were analyzed based on content analysis method.

On content analysis of the interviews can be seen the similarities of ideas that are expressed in the representations of teachers.

The ideas that express the disability and inclusion are organized around the historic construction, specialized service and legislation. We can see a negative position with respect to disability and inclusion. Also, we can check the image of difference in the set of speech.

The regular school and his teacher and his student disabled or non-disabled can be perceived as victims of a legislation and a move: the inclusion.

It is perceived ignorance on the subject, which turns out to be founded the negative image of the difference.

Often, student with disability in regular education, modifies the pedagogical everyday, causing the teacher negative reactions. There seems to be a comparison between the students, and need reach the homogenization, this being, great source of frustration.

Thus, the representations that teachers elaborate on inclusion intertwine the representations of their professional practice and disability, influencing and constructing their daily lives.

9735 | Monitoring classroom practices: An analysis of the Reports of the External Evaluation of Schools

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In the scope of research on schools and their quality, classroom activities have been assuming a central role in the explanation of the students' academic results, legitimizing the interest around the theoretical models and the strategies to monitor these practices, in a perspective of regulation of the educative process. At a time in which school value is being recovered and, for inherence, the teachers', it is relevant to know what, in fact, goes on in schools, namely, at the level of monitoring classroom practices, what kind of supervision practices are developed and how these influence the school performance and, consequently, the students'. We have as objective to identify practices of supervision in schools that stood out on the first and second cycles of evaluation on the program of External Evaluation of Schools in the domain Educational Service Provision. For the effect, the classifications of the schools evaluated on the first cycle were analysed, considering those which obtained Very Good simultaneously in the domain Educational Service Provision and in the factor Monitoring Classroom Practices, having been identified six schools. We tried to check their classification in the same domain on the second cycle of evaluation, having noted that three of these schools, to the date, were evaluated on the second cycle, maintaining the obtained results only two. We proceeded then to the content analysis of the reports of external evaluation of these schools on the first and second cycles of evaluation considering as corpus of analysis the domain of the Educational Service Provision. In what concerns the first evaluation cycle, we analysed the content of the factor Monitoring Classroom Practices, having on the second cycle, spread the analysis out to the whole domain of the Educational Service Provision, since in all its analysis fields there are referents connected with Monitoring Classroom Practices. The content analysis reveals that these schools develop mainly indirect ways of pedagogical supervision which lie at

planning and evaluation levels. The same thing happens concerning the second cycle, though it is more frequently referenced, the share of materials and the collaborative work, as well as a more effective supervision action from the intermediate leadership (without classroom observation) over classroom practices, namely on their effects on students' learning.

9747 | Inclusive education in portuguese schools: An analysis from the external evaluation of schools

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The present communication involves the theme of educational inclusion for Special Needs Education Students in regular classes in the public educational system in Portugal, taking the External School Evaluation (ESE) as reference, which was carried out by the Inspeção Geral de Educação e Ciência (IGEC). The ESE is concerned with the systematic monitoring of the quality of the School' practices and results, taking the special education measures as one of its inquire objects, in one of IGEC's different intervention. However, striving for an inclusive educational system and considering that the factor Differentiation and Support in the domain Provision of the Education Service was more frequently assessed with the highest mark comparatively to other factors, it is interesting to map these inclusive Differentiation and Support practices in Planning and Articulation, Teaching Practices, and in Monitoring and Assessment of Learning from the schools' evaluation reports. In this scope, we intend to identify positive inclusive practices from an analysis of the ESE reports of schools in the central region of continental Portugal referring to the first evaluation cycle (2006 – 2011), identifying the schools with the highest evaluations (Very Good) in the factor Differentiation and Support and that simultaneously it had been mentioned as a strength during the first and second evaluation cycles (2011/2012). A content analysis was carried out regarding the domain Provision of the Education Service, aiming at verifying if in the schools' external evaluation reports there is a reference to Monitoring and Assessment of Learning, which constitute the analysis field in this domain. We also want to verify if there are similar references to the support measures and organizational structures in order to distinguish such schools. The present investigation is part of a broader study, using the interview and questionnaires, intending to investigate the opinions and attitudes of the different actors, including as well the observation of inclusive practices.

9670 | Practices of teaching reading and writing in the Alfa and Beto Program: from the prescribed curriculum to the classroom

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This article aims to analyse the practices of teaching reading and writing of two Brazilian teachers who participated in the Alfa and Beto Program and whether or not these practices related to the curriculum prescribed by the Program. We utilized, as methodological procedures, participant observation and the semi-structured interview, whose data were analysed using content analysis. The results showed that, although the teachers' practices were organized around the program's textbook, they reinvented in their daily lives other ways to make and added other proposals and materials that did not correspond to the submitted requirements.

9746 | Internationalization Impacts of Curriculum and Didactic in Undergraduate Teaching in Brazil

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Internationalization is established as a contemporary phenomenon and as quality indicator of higher education. The globalization process (Seixas, 2001) is usually acknowledged as the intensity of social relations which link faraway localities in such a way that local happenings are influenced by other happenings that occur at very distant points. In the case of Brazil, this influence is relatively new, mainly with regard to undergraduate cycle, since the presence of internationalization indicators are prior in post-graduation and in research levels. From 2011, the Brazilian government establishes Science Without Borders Program, which includes a decisive investment of financial resources to send undergraduate students connected to STEM (Scientific, Technological and Mathematics) fields for internships abroad, varying from six to twelve months long. By evaluating this experience, when returned, among the challenges registered by them, is it the adaptation to a curriculum proposal developed in other countries, which has been progressively moving from the pedagogical practices centrality founded on teaching into the direction of learning. This movement predicts the construction of a new curriculum sketch and a didactic that underpin the possibility of the student's success.

With the stimulus of this recent reality in our HEs (Higher Education Institutions), a qualitative and quantitative research has been made, which collected data and heard the students who took part in the Science Without Borders Program in order to, based on their narratives, support the necessity of innovation in teaching and learning pedagogical practices in Brazil. Also, specially the epistemological concepts of the current curricular proposals, mainly in the European area and its splitting for didactic field have been contrasted, assuming, in special, axes of analysis such as: the theory-practice relation, the student's empowerment, time management, the perspective of curriculum based on competences and the assessment process as part of the preferential study field.

Actual data have been indicating that the experience of these Science Without Borders Program students have been causing specific movements and that this may bring impacts to undergraduate teaching-learning processes in Brazil. Investments in professor's qualification as well as in the structures which decide about academic curricula will be needed with the objective of keeping up with this transformation. The curriculum and didactic express a concept of knowledge and ongoing changes are in this direction.

The study considers as preferential spaces universities located in the south of the country and students of different careers. Data has been examined based on content analysis principles. For this reason, on line interviews are being complemented with face-to-face ones as well as focal groups.

8. Curriculum and technologies

9634 | ICT in the initial teachers training of basic education: A case study in Portugal.

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The problematic of this study is the initial teacher training (ITT) of basic education (BE) in Portugal. It analyzes the place of the information and communication technologies (ICT) in the curricula, which are the influences of the

international policies (Ball, 1998, 2001; Bowe, Ball & Gold, 1992) and how they are re-contextualized at local level (Bernstein, 1993, 1998).

The academic discourse has advocated the need of a proper education to meet the demands of the current society (Castells, 1999; Leite & Fernandes, 2013; Maggio, 2012; Costa, 2004) and the importance of an ICT that approaches the future teachers to those realities (Korthagen, 2006, 2010; Nóvoa, 2009), without ignoring the relation with the technological development that affects all aspects of life in society. Worldwide, the policies reinforced the need to follow these processes by emphasizing the importance of capacity-building linked to ICT (ECLAC & OEI, 2010; UNESCO, 2008; UNESCO & IITE, 2013).

This presentation (poster) responds to the following questions: what are the general alignments at international level regarding ICT in ITT of the BE? How this Global Agenda influences the portuguese curricular policies for ICT integration in the curricula of ITT? How does the re-contextualization operate at local level? The answers to these questions were obtained from the analysis of documents that guide national and international policies in relation to ICT and their presence in the curricula of ITT of BE. At the local level, we analyzed the legal frameworks governing the ITT of BE in Portugal and the plans and programs of a university institution that trains teachers of BE. In order to identify institutional aspects of the management on rewrite policies, discourses were analyzed, obtained through interviews with directors of ITT courses of the 1st and 2nd BE cycles, and teachers of curricular units linked to ICT and the didactic.

The content analysis of these discourses and of the policies' enunciators documents, allowed to conclude that ICT policies occupy an important place in the international political speeches, however its presence in the BE ITT plans in Portugal is still insufficient, being the policies that govern the structure of ITT the main obstacle to their inclusion as a training component.

9. Curriculum and teacher education

9645 | Functional knowledge of University of Murcia (Spain) Pedagogy students

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The approaches of the European Higher Education Area (EHEA) demonstrated the need to change teaching practices and guide them towards the consolidation of a new educational model focused on learning and high level cognitive activities, intending to make students build comprehensive and deep knowledge, with the possibility to transfer this knowledge to new situations and contexts. Considering this approach, the work presented analise the knowledge of University of Murcia (Spain) Pedagogy students at the end of their university studies, in order to assess the degree of understanding throughout their university training. To do this, several semi-structured questionnaires were used. Those questionnaires gathered topics related to the conceptual training of an Educator and three practical cases in which students had to bring out their functional knowledge. The analysis of the results was performed through SOLO Taxonomy (Biggs, 2006) and Atlas.ti qualitative data analysis program. The results show the development of a limited and fragmented knowledge about the contents worked upon in the different subjects comprising the degree, and most of the answers provided by students have a multi-structural complexity level. These results prove that students have built an eminently shallow knowledge, which encourages us to reflect

on the teaching practices currently used and the causes and main factors behind the development of this type of learning.

9657 | Mathematics learning assessment: A concept under construction in teacher education

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Introduction

Investigations around the assessment, in particular formative assessment, are recent in the Brazilian scene and has given space to the investigations that are not only focused on investigations around interviews with students and teachers to understand the classroom and practices evaluative occurring there. Urge also be in the classroom, following the processes of learning, assessment and instruction, setting value to the researcher logbook presenting his own impressions and feelings through ethnographic observation.

On the exposed situation and considering our scenario of doctoral training, we consider of great importance, above all, identifying the concept of the current evaluation in the formation of Brazilian teachers of mathematics of basic and higher education, doctoral training process, through their stories narratives training and teaching activities.

This project is a constituent part of a broader program that includes up to theoretical studies related to International Cooperation Project - Evaluation and teaching of mathematics: relations with the learning (Notice FCT / CAPES 2013) - AERA, and organizes thoughts on evaluation in practicing teachers, which helps with the issues to be addressed during this larger project.

Methodology

This work is based on the interpretative paradigm (Bogdan & Biklen, 1994) by taking design life stories and training (Josso, 2010), assuming an analytical around the experiences presented in the stories narrated by the subjects, being thus a qualitative approach to research in mathematics education.

Theoretical Foundation

In Portugal, the Fernandes studies (2009, 2011, 2012) and Borralho (2011), direct the research around evaluation as simultaneous process of learning and teaching. In Brazil, considering the mathematical learning, we detected the conceptual interpellations in the practice of evaluation do math in the classroom, through studies of Buriasco (2002) and Esteban (2000).

At that time, the research focuses preliminarily collecting data from the narratives built by math teachers who are in doctoral education. Then the researcher will follow the classes of those teachers, seeking to interpret the actions occurred in locus aided by a logbook for later perform interviews with students and teachers.

Expected Results / Preliminary Discussion

It is understood that the data collected will provide elements of the conceptualization process of assessment and thus the discussions held here will help write a profile that target a more hard-hitting action around the analysis of future evaluation practices and their insertion in Brazilian curriculum in teacher training courses.

In the conclusions of Guise

With this study, therefore, it is expected to show a specific context of the evaluation process, teaching and learning in mathematics, from which the conceptualization is initial and provocative element of change around an evaluative culture that seems outdated.

9669 | The practices of environmental education teachers training course in the State of Amazon

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Search development to study and to know how teachers in graduation of the Normal Higher course of PROFORMAR project (Teachers Graduated Program of the Amazon State University (UEA) understanding about the environment, its problems and the pedagogic practice in the initial series of basic education in Manaus city. The search happened before and after of the ambient education module. In order to understanding if the knowledge and the new pedagogies practices of the teachers dominate to make possible to the students to construct your own idea about the environment problems. The elaborated aims, the methodology, the questions methods, justify this study as a phenomenological search of a quali-quantity method. In this search have been participated 300 teachers that answered several questions about this study. In the data analysis, the objective questions, has been reader and analyzed separated. After take the principal ideas of the texts write by the teachers, analyzing the objective questions comparing with the ideas in the market objective questions with their positions about the question. The subjective questions were count and read separated. After this process, take the principal ideas of the different positions of the teachers in relations the only each questions According the principal ideas percent was makes graphics and analyzing each graphics category . As a conclusion, has been possible to observe that some teachers had an anthropocentric idea about the environment. After the ambient education module haft of the teachers, understand the environment as a social ambient problem matter. Before the ambient education module, haft of the teachers construct your pedagogic practices in the day after day using newspaper and magazines. After the ambient education module some teachers using another references and news resources methodologies in the school. This search offers the teachers and scientific students as a contribution of news searches possibilities to understand about the ambient educational.