



Abstracts

Critical Theory and Education

Graça Aníbal

In this article, we start from the concept of emancipation to a reading of some critical theorists who reject the enlightened reason which evolved from an ideal of society towards the progress of the human mind to an instrumental reason which intends to dominate nature and to have social control. To achieve this aim, the power of reason is emphasised, although of a subverted reason. Marcuse argued that technology manipulated as an instrument of rationality, is no longer considered domination and exploitation, it turns reason into promotion of progress instead, legitimating the capitalist system of production and consumption. The result is a “one dimensional man”, without critical thinking or arguing ability. Marcuse’s critique to the new forms of social control and his proposals for an alternative organization of society and culture are challenges for the search of alternatives to the construction of an emancipatory education

Habermas argues that the potential for the emancipation of the individual and of the society stays in communicative competence, in intersubjective communication once unconstrained by external pressures.

This conception of self-determination would fit nowadays with the conception of a public space maintained through dialogue, debate and discussion where any citizen would play a part.

For Boaventura Sousa Santos, a public space of redistributive democracy implies the emergency of a new social contract, where the State is the articulator, an experimental and democratic State which cares for the right of alternative democratic institutions and for assurance of inclusion and active citizen participation.

We are aware of the contribution of these theorists to a perspective of a school as a public space managed by dialogic relations, the aim of education being the competence for self determination, democratic participation and solidarity.

Keywords - Emancipation; communicative rationality; instrumental rationality; emancipatory education; public space.

The Ministers of National Education (1936-1974). Sociology of a Task

Paulo Drumond Braga

Between 1936 and 1974, a timeframe corresponding to the largest part of the Estado Novo (New State), issues regarding education were under the rule of the ministry of National Education, which replaced the Ministry of Instruction in 1936.

This article aims to characterise men who, in that same timeframe, held the position of ministers of National Education. We will study issues such as the generation they belonged to, their education and their *cursus honorum*, always compared with the other members of the government of Portugal.

Keywords: *Estado Novo* (New State), education, minister of National Education

The Challenge of the Lusofonia: various manners of speech, one single code of writing

Oscar C. de Sousa

When the Orthographic agreement involving all Portuguese speaking nations is presently in use it continues to be necessary to clarify the nature of the oral and written codes in languages in general. They represent two very different realities: speaking is an acquisition supported biologically, a human prerogative when immersed in a community of speakers; writing is a cultural construct that aims to exceed the limits of time and space, characteristics associated to orality, and add to the same, dimensions of elaboration and rigour that requires instruction. There is no obligation for writing to follow the evolution of speech. In their essence and functions, they are distinct codes, therefore, nothing prevents that to different manners of speech matches a single written code.

Keywords: Portuguese language; orality; writing; manners of speech; Orthographic Agreement.

Considerations on art and culture education, or “how to ring Clio back to school”

Sara Bahia

Art and culture are expressions of the inexorable pursuit of knowledge. However, not everyone profits from that search and regards knowledge as an artistic and cultural pleasure. Maybe because today's school transmits knowledge without aiming at its full internalization. Perhaps because art and culture are no more than mere names which school refers to without producing in its students a personal transformation and an authentic experience. Partly because we lost the metaphor of the Muses, daughters of Zeus and his mistress Mnemosyne who united inspired poets, philosophers, teachers and students. Bringing the muses back to school is synonymous of integrating, imagining, interpreting, questioning, inferring, investigating, knowing, thus opening avenues for autonomy, art and culture.

The aim of this paper is to show theoretically and empirically grounded ways of bringing Clio and her sisters Muses back to school. It considers the state of the art of art education and the analysis of the opinions of 40 art history teachers about the need to develop an artistic look, and outlines four guiding principles for the promotion of inexorable pursuit of knowledge, which are the core of artistic and cultural expressions.

Keywords: art; creativity; culture; art education; history; memory.

Formation in Evaluation as a way for the teaching professionalization

Cristina Zukowsky Tavares

In this article explores the hegemony of the “evaluation as measured” in the actions and teaching conceptions. Using the practical reflection and in evaluation as formation strategy, by means of the research-action one constructed a link of coherence with a concept of more libertarian education and politics and an education lined for a diversification of work strategies and attendance to the pupil. As results can be noticed that the professors had extended theoretician-practical construtos and the questionings propitiated the collective reflection in evaluation, fortifying more critical attitudes in the analysis of the

conceptions that guide its action. Thus, a professional of the education in “ample direction” that understands the educational questions stops beyond the walls of its classroom in a cultural context, social and educational conceives itself expanded, valuing its autonomy, with a critical-reflexiva dimension that allows to evaluate its professional passage and the development of its pupils in view of ends politicians, pedagogical.

Keywords: Formative evaluation; formation of educators; formation in evaluation.

Gifted student education in Brazil and Portugal: A comparative analysis

Denise de Souza Fleith, Leandro S. Almeida, Eunice M. L. Soriano de Alencar & Lúcia Miranda

This study compares the development of gifted education in Brazil and Portugal. For this purpose we describe the historical development, legislation and adopted terminology, programs and care services to the gifted, the training of professional and scientific production in Brazilian and Portuguese in this area. Analyses indicate a greater consistency of legislation and educational measures in Brazil aimed at gifted students, with even greater historical consistency and greater social recognition of this area. The development of the area in Brazil is based on three pillars: the governing boards of education, associations and institutions of higher education. In Portugal the contribution of the government for the development of this area is lacking. Given the linguistic and cultural proximity, and the significant academic exchange between the two countries, we suggest some initiatives for the next ten years towards the development of the education of gifted students. This intention is achieved by conducting cross-cultural studies and publications or by exchanging of students and professionals interested in the area.

Keywords: Giftedness; educational needs; talent development; Brazil; Portugal

Images of the School Daily: an analysis of the school practices published in the Intentional Report of 1928, by the Augusto Simões Lopes government (1924-1928)

Maria Augusta Martiarena de Oliveira, Elomar Tambara & Giana Lange do Amaral

This article realize about the analysis of the photographs of the school daily thematic, produced by the Augusto Simões Lopes government, mayor of the Pelotas city, Brazil, between 1924 and 1928. To realize this research we have been used the Intentional Report of 1928, magazines, like the journal *Diário Popular*, o *Libertador* and a *Opinião Pública*, the *Almanach de Pelotas* and the revue *Ilustração Pelotense*. We used as theory and methodological base the New Cultural History, in addition, seeking researchers that use images in their work like Borges, Leite and Ciavatta. Trough the analysis from the resources, we realize that the images have been used as a form of the government publicity, used by the mayor, as a complementary form to the scholar's buildings images. Whatever, this analysis is a way to the knowledge of the scholar practices and student assistance in the 1920'.

Keywords: republic; photograph; reports; education; publicity

Analysys of a pedagogical project in a semiotic and dialogical approach

Alba Crsthiane Santana

This paper intends to discuss the potentialities of a document analysis guide in a semiotic and dialogical approach. This methodology is being built and it is part of a broader study which the general target is to understand how an Alternative Graduation Program generates possibilities of personal and professional growth for those teachers who work in the basic educational program. In this paper we present a discussion about the proceeding of a documental analysis which intends to investigate the present meanings in a document and to identify the several social voices that go through it. In this approach the document is seen as a powerful semiotic mediator which actively participates in the building up of meanings that are going to direct the social practices and the human development processes. The proceeding of the document analysis is discussed taking a semiotic

approach as base granted by the historic-cultural psychology and by the dialogical approach of the speech. Next we present the document analysis guide we built up and we end the discussion presenting an example of a semiotic and dialogical documental analysis based on the Pedagogical Project which is the object of our broader study. The proceedings adopted granted us a deeper understanding of the phenomenon in focus and contributed to deepen the discussion about the methodology of the document analysis as a strategy to the understanding of the human development processes.

Keywords: Documents analysis; Semiotic and dialogical approach; Pedagogical Project; Teachers' Graduation.

Textbook: a fellow of the youngster in getting skills and curiosity for learning

José B. Duarte

This article starts with a confrontation between the recent curriculum guidelines on developing skills in problematic situations and the analysis of this problem by various authors. It follows that what is at stake for the current school and therefore also to the manuals, is to develop activities where students can do more than confine themselves to receive information about events, i.e., they are called to act and build their knowledge, at a more demanding point, the discovery or creativity. In short, the mobilization of prior knowledge, the confrontation with new applications of this knowledge and its reconstruction arises as a result of the challenge of problematic situations. It is recalled after the project of a team on analysis of textbooks in which it is realized that, in the textbooks examined, despite the goals set out on an approach to skills development, the proposed activities to students are limited in general to propositions of repetition of information contained in the preceding pages, to formulate relations between two previously described phenomena or concepts presented (in less simple cases) or to suggest experiments whose outcome is easily induced. In the end, the article exemplifies some activities with challenging issues of curiosity.

Keywords: epistemic curiosity; problematic situations; development of skills; motivations for learning.