Abstracts

Globalization and Educational Identities.
Ruptures and Incertitudes

José Augusto Pacheco & Nancy Pereira

With this article it is intended to discuss, at a school and curriculum point of view, the globalization and the identity as two position spaces that configure the education politics, concretely at the level of the school organization. We defend that the globalization contributes in an effective way, contrarily to that the construction of the school identities presupposes, not only for the reinforcement of the school homogenization, including the curriculum practices, as also for the reinforcement of the curriculum notion as a fact. The results that are presented concern to the practices of elaboration of educational projects (political-pedagogic) configuring the existence of projects that are worked in the school by the teachers in a normative logic and in a ritual of macrodecisions execution, even if they justification is made in the base of the autonomy of the schools and of local curriculum identities.

Ethical Environment and Education in the New Human Ecology Contexts

Marina Prieto Afonso Lencastre

The paper presents some key concepts that underpin ecological and educational ideas. Issues which are currently discussed in modern conservationism, animal rights and, broadly, in the new contexts of ethical and educational action, are analysed. These are informed by technoscience, as well as by social and cultural change; educational practice will therefore refer to more real and varied contexts of human experience.

Which are the contributes of Anthropology for the understanding of the deficiency situations?

Charles Gardou

In what way can Anthropology help to think the deficiency question? This is the interrogation, voluntarily purified, that guides our intention here.

In first place, we will question ourselves, where it is that the meeting with the other, in deficiency situation, can contribute to open our eyes and lead us to discern beyond the singularity, sometimes extreme, the universes of humanity. After we will try to show that all the thought in this domain is at the same time a thought about society, because the deficiency functions as social significant, incarnating our difficult relation with the others.

These questions, rolled in the deepening of the human societies obligate "to think" in what defines man, beyond the multiplicity of the contexts. The anthropologic position invites to establish the support, without all the comparative study, taking into the social and the educative of the deficiency situations, may seem disincarnate.

From integration to school inclusion: crossing perspective and concepts

Isabel Sanches & António Teodoro

From the Sixties (20th century), new concepts and practices had started to be introduced in the scope of the educative answers to give to the children and young in deficiency situation. The great mobility of the people, the widening of the obligatorily school and the consequent diversification of its public had brought for the educative quarrel the role and the school functions.

Of the search of answers for the situations of deficiency to the necessity to promote the success for all the pupils of the school, a long and difficult way is to be covered, with perspectives and taking of position something discussible. So that the words/expressions don't be used randomly or disproved of the meaning that were in the beginning of its educative use, proceeded to its definition and to insert in contexts, according perspectives divulged more recently.

Homework as an object of research and educational policy

Maria Eulina Pessoa P. de Carvalho

By explicitly capitalizing on time and material and symbolic resources of parents, homework constitutes an object of educational policy aiming at promoting school success through parental involvement in schooling, both in the United States and Brazil. The focus on homework allows for the examination of implicit aspects of family–school interactions within current international context of neoliberal education reform, which draws on the rhetoric that good public schools begin at home. Emphasized as a solution to enhance learning and school productivity, homework is fundamentally a political issue with educational equity implications. As a component of the teaching–learning process and evaluation, it affects teachers' work and pedagogical planning, as well as family life, by requiring the articulation between classroom and home activities, and a supportive domestic structure. The consideration of the implications of homework practices opens a broad research agenda.

School Textbooks, knowledge building and the learner's autonomy. An instrumental case study of teachers and students

Esmeralda Maria Santo

This study is about school textbooks for they are the main tool in the student's learning process. We focused on the Portuguese and Science manuals adopted in a public Portuguese school, grounded the work on constructivism (Ausubel, 1980) and adopted the categories of Hummel's work (1988).

Throughout a qualitative methodology, we interviewed students/ teachers (semi-directed conducted) in a High School in the surroundings of Lisbon. And, to gather elements to obtain a holistic point of view concerning the building of knowledge, we analysed the two former 10th grade manuals.

Working on the basis of an "instrumental case study" (Stake, 1988:88), and by means of a content analysis, we concluded that in the making of manuals "Primary categories" (from Hummel) are as relevant as "Secondary categories" (derived from the interviews' content analysis). Data analysis has also emphasised the student's pedagogical autonomy for its implication in the individual learning process. At last, data stressed the teacher's ability to limit/ condition/ amplify the manual's working potentialities in class. Presently, a more effective working with school textbooks is absent from "Teacher Training" (Tormenta, 1996) but it shouldn't. We aim to contribute for the changing.

Teacher's struggles and trade unionism in Brazil: characteristics and means

Dalila Andrade Oliveira & Savana Diniz G. Melo

This article discusses some trends concerning the meaning and nature of the teacher´s conflicts that occurred em Brazil from 1998 to 2003, considering their manifestation either supported or praised by the unions. It tries to identify and analyse the conflicts that took place in that period and reflects about the particular nature of the teaching work, and also presents some technical support to increase the understanding of these phenomena. As a result, there is an attempt to quantify and qualify the conflicts, identifyng the protagonists and analysing their main motivations, outcomes and achievements. The conclusion is that the pedagogical work has been rebuit in the latest years, due to the educational reforms, which may be creating new problems, conflicts and resistance to express the dissatisfaction of the teachers.

Popular Universities: Context and Development of Adult Training Programs

Agustín Requejo Osorio

The educative process does not developed, exclusively, in the school scope (formal education). Throughout history, the formation of grown up people was under consideration of institutions with activities takes in consideration its formation through programs that search for, not only the knowledge transmission, as well as the analysis and transformation of the social reality. (not formal education). It is intended, not only to transmit one knowledge, but also one make, looking an integral formation which begins with the experience and the interaction between groups of different age levels, social class, etc.

The Popular Universities, as educative institutions, appear at the beginning of 20th century. Today they are an institution that looks upon an ample program of formation. They exist, in Spain, more than 200 Popular Universities associates to the FEUP (Spanish Federation of Popular Universities). More than a million of people participate in its diverse programs and activities, predominantly of sociocultural character.

In this article, the proposals and its implantation of the model of popular education are exposed since over a century. At the same time, e through a specific institutional questionnaire, its model of formation is evaluated.