

Education in times of Globalisation. The modernization and hybridism in the educational policies in Portugal

António Teodoro & Graça Aníbal

This article offers a reflection on the Portuguese Educational policies and on the discourses which justify them in a period of integration in the European Space, specially in a democratic framing after the Revolution of 1974. It identifies a gradual importance given to the role of the educational system for the economic development. An empirical analysis of the key words in the speeches on education after 1980 explores the existence of a hybrid character that links a contructivist-like orientation in a critical perspective to apologetic discourses of efficiency that associate the utility of education with economic productivity. The article argues that the national context and the meaning it confers to the global modernization model explain why the tendency for the homogeneous model is mitigated by emancipating proposals.

Keywords: Educational policies; Portugal; globalization; modernization; hybridism

Education and History of the Present Time

Afonso Celso Scocuglia

The aim of this work is to expose and defend the relevance of a history of education of the present times for historical-educational research. Based on history of the present times, it highlights some of the concepts of this field, originated from the contributions of Rémond, François and Chartier (1996), and presents its developments and challenges. It points out the sources available for research in history of education of the present times, and argues that their abundance and the researcher's closeness to the time of his action neither facilitate research nor diminish necessary rigor demands. The basis, challenges, developments, abundant sources, and rigorous application of history of the present times construct a new epistemology for history of education, marked by the uncertainties that characterize the centrality of problematization in historical research. This argument is reinforced by the original idea that education, as social practice, demands that researchers obtain oral testimonies, informations and documents from their protagonists.

Keywords: history of education; history of the present times; history of education of the present times.

Learning how to read the World. Adaptation of Paulo Freire's method in alphabetization children

Olivia S. L. Leite & José B. Duarte

Visiting schools as pedagogic supervisor, the researcher noticed the recovery classes on literacy were just a continuity of the regular classes and, in an attempt to look for solutions to alphabetize the illiterate children, she planned a research-action based in Freire's critical pedagogy led by her as a teacher. In a school of 218 pupils, the researcher chose 14, officially situated in advanced forms but, in fact, illiterate, and invited them to a special class, where, for 48 hours and twice a week, four hours each time, she tried to teach them how to read and write. The activities were preceded by intense dialogue between students and the researcher-teacher, recognizing the fundamental importance of the orality in the practice of the literacy. But, that oral participation allowed to know the themes of the actual life of the learners, and the corresponding "generative words" in order to enhance their critical consciousness, as Freire proposes.

Keywords: literacy; critical pedagogy; generative words; Paulo Freire

Records on the sociological investigation. Possibilities and the research's standards

Alberto Albuquerque Gomes

This article is a proposal of analysis of the fundamental subjects of the research method in the Social sciences. This subject has been object of countless discussions and production of several texts in the sense of explaining his/her relevance in general in the academic context. One of the main axes of such discussion has been how to validate the research results, in other words, which patterns and tools should be used in order to increase the accuracy and the trust degree of those results. Like this being, it proposes starting from an analogy with the art, to propose a road that assures the necessary rigidity the any scientific investigation.

Keywords: sociological investigation; research; scenery; Durkheim.

In Search of the Concept of School Culture. A Contribution to Current Discussions

**Milan Pol & Lenka Hloušková,
Petr Novotný & Jiří Zounek**

This article deals with the concept of school culture. Its numerous definitions and the absence of unequivocalness of this concept have served as the impulse for our exploration into the ways in which school culture tends to be delimited. The inspirations for the definition of school culture are documented, apart from pedagogy, from three traditional sciences – management, anthropology and sociology – and the potential of the “integrative approach” is taken into account.

These inspirations include the characterization of the ways in which the concept of school culture is defined. The text is based on the analysis of relevant literature written in English, German, Czech and Slovak.

Keywords: school culture; integrative approach; organization; scientific contributions

Teacher researcher’s training and possibilities of collaborative research: a picture without touches

**Josefa A. G. Grígoli, Leny R. M.
Teixeira, Claudia Maria de Lima,
Adriana Rodrigues da Silva
& Mônica Vasconcellos**

The focus of our research is on how teachers construct their knowledge. We also intend to depth our understanding of the factors that regulate teachers’ action – either to maintain, either to modify their professional practice. In order to investigate the means by which teachers learn and the reasons that make them change or resist transforming their practice, we accomplished a task aiming teachers’ formation, in a manner similar to a collaborative research design, which involved part of the staff of a school chosen among others which were part of a sample of a previous exploratory study. The subjects were ten teachers of elementary teaching (first stage) and three school administrators. The intervention occurred through our constant presence in the school’s daily life, for we believe that empowerment and professional development must be a choice of teachers themselves, based on their own expressed needs toward the construction of their autonomy. A preliminary analysis of data shows that teachers sometimes resist to changes; so these are slow and difficult. Nevertheless, our intervention based on a collaborative research design enabled us to deal with these difficulties, contributing to form a kind of teacher who investigates its own practice.

Keywords: continued formation; collaborative research; reflexive practice

Scientific Literacy and Science Education: two goals for the same lesson

Nuno Vieira

This article presents an historical perspective of sciences teaching, from the ends of the 19th century till nowadays. We consider that the years of 1950 and 1983 represent important changes in this domain. In 1950, teaching sciences didn't intend to form citizens with a critical position related to science and citizenry but started to privilege the scientific contents and to give emphasis to the scientific method. 1983 was the year that the relation between science and society raised again, including the technology. Currently, it is intended to create informed citizens, capable of participating in scientific debates, considering them noteworthy to their everyday life. In the second part of this article we propose goals for the future of the sciences teaching. The importance of international tests and classifications must be minimized. These lead to a deterioration of the education system. Political decisions are made to improve the classification, the essential pillars for the construction of a scientific literate society are destroyed, and each local singularity isn't considered. Therefore, the goals of pupils or teachers are not regarded and the innovation and the school activities creativity are inhibited.

Stress symptoms in Brazilian Teachers

Maria das Graças Teles Martins

The present article intends to stand out the main physical and psychological symptoms of stress found in teachers of the first grades of fundamental education in public state schools of a Brazilian town, and to make a reflection on them. Working as a teacher demands, from the teacher, a certain ability, preparation and updated knowledge, as well as this professional needs to practice actions that develop cognitive, affective and social skills. Analysis of the obtained results indicates that stress symptoms are present in most of the teachers, prevailing the resistance phase of stress. Predominant symptoms included psychological symptoms, and the most significant were: excessive irritability, constant thinking of one subject and excessive emotional sensibility. On the physical area, the most present symptoms were constant fatigue, constant sensation of physical discharge and memory problems.

Keywords: Stress; education; Brazil; Teacher