

**Rogério Fernandes**

### **Movements of the teaching profession in Portugal (late 60s)**

This work is part of the main project *The development of teachers' associative movements and unionism in Portugal, 1890-1990* - whose financement began in January 1st, 2010, by the FCT and that the signer is the responsible investigator. The purpose is to contribute to the study of the general topic above, in its historical forms. Their immediate motivation is the analysis of conflict in the late 60's, opposed the teachers in the preparatory cycle of secondary school education authorities due to the demotion of professional, who have suffered in relation to other sectors of the teaching staff of Secondary Education. Attached we can find the study collects of unpublished documentation and press releases so far overlooked.

**Keywords:** Associations; teacher unionism; Secondary Education.

**C. Licínio Lima**

### **Does Education Make Everything? Critical pedagogy in the "learning society"**

Speeches apologetic about the all-powerful learning and education throughout life are reproduced and replayed in various policy documents of the European Union and other international agencies. Its focus is the functional adaptation to individual learners' employability, flexibility and economic competitiveness in the context of "learning society" and "knowledge economy". After analyzing the rationale of lifelong learning, geared to the acquisition of skills and abilities, the author concludes that its main arguments and criticisms against the modern pedagogy are often based on assumptions pedagogies, whether economic, and exaggerated beliefs in the power of education and learning.

**Keywords:** Lifelong Learning; the learning society; skills for economic competitiveness; pedagogy.

**Alejandra Montané & Aida Sánchez de Serdio**

### **Teachers in higher education: between performativity and legal autobiographical narratives**

The present text is part of a research project carried out by the research group ESBIRINA of the University of Barcelona.<sup>2</sup> Its aim is to understand the implications derived from economic, social, cultural, technological and labour re-structuring of the Spanish university in the life and professional identity of teachers and researchers. The authors analyze the performative effects of the law on the shaping of the teaching subject via the study of the relationships between the Spanish university laws of the last 40 years and the experiences of several university teachers from different generations. The qualitative methodology used is based on analysis of the legislative discourse—centred on the definition of "subject" that emerges from it—and on establishing its relationship with the autobiographical stories created by the participants in the study, in which its reception of change in academic life  $\frac{3}{4}$ determined in part by legislation $\frac{3}{4}$  and their strategies in relating to these are put into relief. The interrelation between the performative analysis of university legislation and the autobiographical story of life experience allows visualizing the adaptations and resistances, the encounters and lack of encounters, between the normative subject and the biographical subject.

**Keywords:** university legislation; performativity; teaching subject; autobiography; change.

**Rosilda Arruda & Robinson Tenório**

### **Evaluation of education and the building of quality indicators: Theoretical and methodological approaches.**

The article deals with the building of indicators within the ambit of the evaluation of education from a double perspective starting point: a) theoretical and methodological involved in the issue; b) of the limits and possibilities of building indicators within the ambit of education evaluation. The article also emphasizes the relationship between models of evaluation of education and the problems linked to its validity, as well as the social and political use of the results obtained from the evaluation. In its conclusion, the article presents and brings forth a series of strategies as references for the building of models of evaluation of educational programs and policies.

**Keywords:** education policies; evaluation of education; indicators; quality.

**Ana Raquel Simões & Lúcia Pombo**

**Guidelines to Evaluate Scientific Events  
– the case of an evaluative exercise**

This paper intends to present guidelines to evaluate scientific events, showing an example of an evaluative exercise developed for the Colloquium “From Research to Practice: Interaction and Debates”. This event took place at the University of Aveiro and had as a priority the implementation of a monitoring of evaluative nature, accompanied by a critical reflection on the conference and on the very process of evaluation. The evaluation process of the symposium presented a dual purpose: (i) to emphasize the importance of evaluating the scientific meetings, as promoter of their quality improvement in future events and (ii) to validate an evaluative tool that may be used as an example and guidance for use in other scientific events. It should be noted, according to the study of reference, the advantage of using two evaluative phases, which allow not only the data validation, (and also data triangulation), but also the opportunity to present an initial analysis in the event, although a first and impressionistic analysis, creating excitement among the public and serving as a source of motivation, interest and reflection on their own evaluation process.

**Keywords:** evaluation; guidelines; scientific events.

**Marina Prieto Afonso Lencastre**

**Goodness, altruism and cooperation.  
Evolutionary considerations for education  
and environmental ethics**

The paper discusses the origin of human goodness and its relation to social altruism and cooperation, in the context of evolutionary biology. Its natural foundations are presented, considering animal precursors like social empathy and the theory of mind, in primates. Some of the ethological and psychological conditions for human ethics and the experience of goodness in a globalized world are discussed. Signified by language, goodness and compassion are vital both for the foundation of environmental ethics as for education of environmental values.

**Keywords:** Goodness; altruism; cooperation; evolution; environment; ethics.

**Ruth Pavan**

**Curriculum and multiculturalism: reflections  
for the training of educators**

This article is a result of a research project associated with the Graduate Studies Program in Education of the Dom Bosco Catholic University. Its goal is to understand the reflection on the school curriculum made by basic education teachers and, on the basis of the results, to discuss the need for multicultural training. It starts with a discussion of teachers' reflections and highlights the various approaches to the school curriculum in the history of education. Then it characterizes the educators' reflection in its relation to the curriculum and concludes by emphasizing the need for multicultural training.

**Keywords:** Curriculum; training; reflection.

**José Licínio Backes**

**The presence of black cultural subjects in the  
context of higher education and the assertion  
of their identity**

This paper is a result of a research project related to the Graduate Studies Program in Education of the Dom Bosco Catholic University. The project, “The affirmation of black identity through access to the university: The Negraeva project” is funded by the FUNDECT/MS. Its goal is to examine the production of black cultural identities through the curriculum that circulates in higher education. The author's understanding of curriculum is inspired by the post-critical theories that see it as an arena of struggle and challenge, an arena that produces identities and differences in the territory of culture. It is an area of dispute where some identities are legitimized and others are not.

**Keywords:** Culture; identity; curriculum; blacks.

**Alice Yoko Horikawa & José Rubens Lima Jardimino**

**Teacher training and textbook: valuation and control of school knowledge**

This paper intends to analyze the historical and cultural context that justifies the emphasis that the textbook is today in schools of Brazil. With this goal initially presents a brief overview of procedures for teachers who marked and mark the educational history of this country, because it is our belief that increasing production of textbooks in Brazil is associated with the training of educators within initial training and continuous. The second part presents a historical overview, showcasing a state experience evaluation of textbooks produced in this country, mobilized by the objective to demonstrate how that evaluation process helps to improve quality of education offered to classes.

**Keywords:** Teacher training; school text; Educational Policy

**Amanda Oliveira Rabelo**

**“I like to be teacher and I like children” - the professional choice of men by teaching in elementary school**

This paper is part of a comparative study a comparative study that performs a search focused on the figure of the male teacher who works in the “primary” public education in Rio de Janeiro-Brazil and in Aveiro-Portugal. We intended, fundamentally, to investigate the reasons of the professional choice of teachers who are engaged in an area typically associated with women. We demonstrate that the presence of male teachers in the teaching of this segment is a way of putting the issues of gender in the education, showing that there are other voices that echo in the schools, or capable individuals of exercising this profession regardless of gender. We demonstrate that, unlike that disclose some representations that circulate in society, men like of children and choose the teaching profession by taste.

**Keywords:** Teachers men; Gender; professional choice.

**Adriana Pastorello**

**The impact of brasilian Portuguese through internet for Portuguese basic education**

The article analyses a situation in a 4th grade classroom of a school in Lisbon - Portugal, where the professor presents to the students an instructive text about the human body which was engendered by a Brazilian internet user found in the free encyclopedia Wikipedia. The professor’s actions transforming the text to Potuguese orthography and her comments about it, are analysed. To contextualize the episode, the article presents comments about the orthographic Agreement of the Portuguese language community, the public reactions about it, the impact of the introduction of the internet as a research source for Portuguese students. The results show a concern of the Portuguese professor in exposing her students to the orthography of the Protuguese from Brazil by internet.

**Keywords:** Portuguese from Brazil; Portuguese from Portugal; orthographic agreement.