

## **Edifying a participative citizenship through education**

**Emilio Lucio-Villegas**

In this article I try to explore relationships between education – in this case adult education – and participation as a way and a form of citizenship. My departure point is that both participation and citizenship are closely linked each other: people can only be citizen if they are the possibility to participate in public business. I present Participatory Research as a methodology for developing participatory process. After that I present four micro experiences related to the practice of Participatory Budget in the city of Seville. At the end of the article are presented some conclusions to explore tensions and contradictions derived from these experiences.

**Keywords:** adult education; citizenship; participation; participatory budget.

## **Formation and supervision: what instigates teachers?**

**Maria de Nazaré Coimbra, Anabela Marques & Alcina de Oliveira Martins**

The goal of this study is to try to recognize the characteristics of teachers that attend a Master Course in Sciences of Education, in Supervision. It is important to determine the profile of those teachers, determine their perceptions on supervision, verify what motivates them to invest in continuous learning and in their professional development, and what their interests are when beginning a second cycle

of studies. In the context of specialized formation, a case study in a Portuguese University was materialized by applying mixed methodology, both qualitative and quantitative.

The results show that the teachers who are the most motivated, convinced of the need of their work, seek, by taking up a second cycle of studies in Higher Education, a journey of personal and professional development. They are interested in the improvement of the praxis in connection with theoretical inputs, through a structured reflexion, scientific-pedagogical update, investigation in action and a consequent improvement of practices. The study highlights the imperative of teacher's continuous formation for a formative and democratic supervision, as a factor of change in the learning process and of the school as supervising learning community.

**Keywords:** higher education; masters in supervision; motivation; identity; professional development.

## **Internal school factors associated to school dropout in Chile: a case study**

**Oscar Espinoza Díaz, Dante Guajardo, Luis González Fiegehen, Javier Loyola Campos & Eduardo Grau**

The present article has as its main objective to identify the internal school factors which comparatively have a stronger impact on primary level dropout rates among boys and girls from Cerro Navia, namely one area of the Santiago city in Chile which is known for its high poverty levels. The study is based on qualitative information obtained from semi-structured

interviews applied to two different samples of 25 cases each: the first one based on school leavers and the second one based on boys and girls who remain at the school system. This information was analyzed following the principles of the discourse analysis and is referred to the perceptions of the boys and girls and their families about the internal school factors which affect dropout and retention in public schools in Cerro Navia. The results allow to establishing significant differences between the educational trajectories of school leavers and vulnerable students and at the same time shed some light about the kind of measures which could be taken by schools themselves in order to prevent its students from dropping out.

**Keywords:** dropout; abandon; vulnerable students; poverty; retention; internal school factors.

### **The teachers and the school library: a necessary relationship**

**Ângela Balça & Maria Adelina Fonseca**

In a society depicted by an unlimited growth of information enabled by modern technology, the role of School Libraries must be rethought. The current descriptive study with gathering of data revolves around the relationships between the School Library and the Teachers of a Secondary School with the 3<sup>rd</sup> Cycle of Basic Education. The study aimed at assessing the ways teachers use the School Library; determine other School Library integration/articulation possibilities in the curriculum development and its applications; and know the teachers' opinion

on indicators that the School Libraries' Self-Evaluation Model proposes concerning the curricular articulation of the School Library with other pedagogical structures and teachers. The development of the study allowed to observe that the teachers think that they use the library in a more participated and diversified way and more often than it really happens. Regarding the School Libraries' Self-Evaluation Model there is a positive framework as far as its application in the school of this study is concerned.

**Keywords:** teachers; school Library; relationship; curriculum development; self-evaluation.

### **Be a teacher today. What do the teachers think of their abilities ?**

**Cristina Conceição & Óscar de Sousa**

In the society of knowledge and in the age of the globalization the changes occur due to a vertiginous rhythm, dictating new needs in the most diverse areas. In the educational field, the teachers who, in the earlier times, had the main role of teaching, now are faced with new roles. In view of this challenge, the role of the teacher, as well as the essential abilities to the performance of the teaching activity, in a complex society, heterogeneous and floating in values, of the 21<sup>st</sup> Century, has constituted the thematic of a scientific study. Through a qualitative as well as quantitative study, based in the testimony of teachers of 3<sup>o</sup> cycle of the basic and the secondary education of schools of municipality of Almada, collected by means of inquiries, and based over all on the theoretical referential of Philippe Perrenoud, we

identified the abilities that the group of professors find essential to its current role and analyzed which of them practice the same in their professions of education. The results of this study had evidenced that the teachers prefer the competences related to the pedagogical domain, such as: "To involve the students in the Learning Task and in the School Work", "To organize and To direct Situations of Learning" and "To manage the Progression of the Learnings". On the other hand, it was confirmed the harmony between the abilities that in theory the teachers prefer as essential to their current role and the abilities that assume in practice as teachers.

**Keywords:** globalization; school; teacher; abilities; profile.

### **The Product Designer as a Connecting Element in Multidisciplinary Teams.**

Gianni Montagna, Cristina Carvalho, Hélder Carvalho & André Catarino

The possibility of keeping the most important design elements created by the designer will be achieved through a mix of strategy and knowledge that the designer should be able to manage in the most profitable way. The individual and reserved behavior of the designer, generally assumed before the others players in the process of developing new products, is no longer sufficient to meet the needs of the increasingly competitive industry and market. The ideas and concepts that can be transmitted to the designer by a working group that allow acquisition

of multiple views on the same object in terms of concept, use, production and market, would be impossible to be provided by a single individual because of a subjective observation and experiences limitations. The methodology of multidisciplinary research is undoubtedly the most important path to follow and should be introduced in the teaching curricula of design schools from the very beginning, especially since the *Bologna Agreement* has drastically reduced the contact time between students and teachers.

**Keywords:** conceptual *design*; multidisciplinary research; *design* and technologies; *design* teaching; *design* methodology.

### **The text construction in science: the implications of reading and writing in the process of scientific knowledge production at the university**

Marcos Antonio da Silva

In this paper we analyze the concept of scientific text and what implications result (or may result) from it, in so far as we consider the relationship between two fundamental complementary processes: reading and writing. Such a concept is a result that can be taken out from practice (experience) performed by experts within the university realm, as well known as academy, which is a constituent part of the so called Scientific Community. The aim of this analysis is to present a critical view of the «scientific practice» of text construction within the university. This "practice" supposes the existence of a proper world that occasionally alienates and becomes obstacle to writing and sci-

entific production. Ultimately, it is an exercise which we think is not (or at least should not be) exclusive of an «academic elite», but a natural activity of human reason extended to every human being as such, and, therefore, to all students of a qualified scientific discipline. In this sense, we think that such critical attitude ties science and writing. More precisely, science, study (research) or production of knowledge take place only in so far as writing that utter such knowledge presumes reading of scientific texts.

**Keywords:** reading; writing; scientific text; universities *praxis*; knowledge.

### **"New" territories and educational agents in sociology of education: the case of adult education**

Armando Paulo Ferreira Loureiro

School has been object of preferential study in the area of sociology of education. This fact may be justified by the growing importance than that has been developing since the 18th century. However, other fields and educational agents have been getting a more and more important role in the educational context, particularly in the field of non-formal adult education. This reality has also been observed in our country, namely in the last decade. Such agents assume at the same time functions which had been so far an exclusive job of school, such as schooling certification. Which are then these new territories and educational agents? Who are these new "professionals"? Who is this new public? What makes them look for set of new educational offers? What will the social effects be? On the other hand,

the schooling agent itself is being re-defined as a result of this new non-formal education offers in the field of adult education. How far has this new reality been faced by school and teachers? These are same the questions the sociology of education must try to find an intensive and as deep as possible answer. The aim of this article is to debate and examine this need, often raised before either among us or in other geographical contexts, by some authors. Such debate has been carried out whenever we try to bring to it concrete aspects of the reality, basically taken out from the Portuguese situation.

**Keywords:** sociology of education; tendencies; adult education.

### **"Atlantida" Magazine: elementary education in Portugal and Brazil in the early decades of the twentieth century**

Silvana Fernandes Lopes

The purpose of this article is to analyze how elementary education is dealt with in the journal "Atlantida: Mensario artistico, literario e social para Portugal e Brazil [Monthly on artistic, literary and social affairs in Portugal and Brazil]" (1915-1920). The principal aim of the journal was to contribute to Portuguese-Brazilian integration and, although literature was more prominent, considerable attention was given in the various volumes to social, political, economic, cultural and educational questions. Analysis of the articles devoted to elementary education in "Atlantida" reveals that the journal gave currency to some of the

major concerns of the time: the need to develop this level of education, and the defense of the ideas of the Escola Nova movement. Written and disseminated by an intellectual elite that was close to the seat of power in both countries, the journal ultimately became an instrument for conveying the ideas of educational liberalism and the nursery of the major educational reforms of the period, both in Portugal and in Brazil.

**Keywords:** educational publications; pedagogical ideas; the magazine *Atlantida*; comparative education.