

Centro de Educação, Filosofia e Teologia
Programa de Pós-Graduação em Educação, Arte e História da Cultura

PLANO DE ENSINO

University Unit: CEFT - Center for Education, Philosophy and Theology		
Graduate Program: Education, Art and History of Culture		
Course: <input checked="" type="checkbox"/> Master's Degree Professional <input type="checkbox"/> Master's Doctorate <input checked="" type="checkbox"/>		
Subject SCHOOL CULTURE AND TEACHER EDUCATION: EXPERIENCE, MEMORIES AND INNOVATION		
Professor		
Workload: 48h	Credits 04	<input type="checkbox"/> Mandatory <input checked="" type="checkbox"/> Optional <input type="checkbox"/> Elective
Menu: The constitution of school culture. Relations between education and culture. Analysis of school culture from a historical and sociological perspective. Analysis of the experience and "archeology" of schools and their impact on the students' role, as well as on the education and identities of teachers. Identification of possibilities of intervention in school culture to boost innovative processes and the use of new technologies of digital culture.		
Learning Goals At the end of the course: 1. Understand how Brazilian school culture is constituted. 2. Relate school culture and curriculum 3. Identify challenges for promoting changes, and technological and pedagogical innovation through teacher education .		
Programme Content: 1- Education and culture 2- Curriculum and culture 3- School culture in na anthropological and historical perspective 4- School culture and teacher identity 5- School culture and innovation		
Evaluation Criterion Participation in classes - Reading, Written Reflections and Discussion Production of an article that articulates the subject of discussiona with one's own research theme Award of grades, according to General Regulation of The <i>Stricto Sensu</i> Graduate Program, Art. 98: A – excellent: corresponds to the notes in the interval between grades 9 and 10; B – good: corresponds to the notes in the interval between grades 8 and 8.9; C - regular: corresponds to the notes in the interval between grades 7 and 7.9; A - disapproved: corresponds to notes in the range between grades 0 and 6.9"		
Basic Bibliography: LEE, M; LOUIS, K. Mapping a strong school culture and linking it to sustainable school IMPROVEMENT. TEACHING AND TEACHER EDUCATION. VOLUME 81 , MAY 2019, PAGES 84-96. SAHLBERG, Pasi. Finnish Lessons 3.0 . What can we learn from educational change in Finland. NY: Teacher's College Press, 2021. VIEIRA, M. M. da S ; MESQUITA Susana. School Culture and Innovation: Does the Post-Pandemic World COVID-19 Invite to Transition or to Rupture?. European Journal of Social Science Education and Research , [S. l.], v. 7, n. 2, p. 23–34, 2020. DOI: 10.26417/922sju94c. Disponível em: https://revistia.com/index.php/ejsr/article/view/6739 Acesso em: 9 nov. 2022. WILSON, Bryan. Defining a School Curriculum . Kindle e-book. 2022.		

Complementary Bibliography:

BERGER, L. LUCKMANN, T. **The social construction of reality**: a treatise in the sociology of knowledge.
CHRISTENSEN, Clayton & JOHNSON, Curtis. **Disrupting Class: How Disruptive Innovation Will Change The Way The World Learns**. Mac Graw Hill, 2008.

[Bringing Knowledge Back in: From Social Constructivism to Social Realism in the Sociology of Education](#)

[Michael F. D. Young](#)

[Michael Young](#), [David Lambert](#), [Carolyn Roberts](#), [Martin Roberts](#). **Knowledge and the future of school**. Bloomsbury Publishing, 10 de out. de 2014

FULLAN, Michael. [The New Meaning of Educational Change, Fifth Edition](#) . Teacher's College Press., 2015.