

**EMENTA**

Unidade Universitária: CEFT – Centro de Educação, Filosofia e Teologia		
Programa de Pós-Graduação: Educação, Arte e História da Cultura		
Curso: <input checked="" type="checkbox"/> Mestrado Acadêmico <input type="checkbox"/> Mestrado Profissional <input checked="" type="checkbox"/> Doutorado		
Disciplina School Culture and Teacher Education: Experience, Memories and innovation		
Professoras Dra. Marili Moreira da Silva Vieira		
Carga horária: 48h	Créditos 04	<input type="checkbox"/> Obrigatória <input checked="" type="checkbox"/> Optativa <input type="checkbox"/> Eletiva
Ementa: 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 the school and their impact on the students' role, as well as 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.		
Objetivos 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 .		
Bibliografia Básica: 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.		
Bibliografia Complementar: 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.		