



**EMENTA**

<b>Unidade Universitária:</b> CEFT – Centro de Educação, Filosofia e Teologia		
<b>Programa de Pós-Graduação:</b> Educação, Arte e História da Cultura		
<b>Curso:</b> <input checked="" type="checkbox"/> Mestrado Acadêmico <input type="checkbox"/> Mestrado Profissional <input checked="" type="checkbox"/> Doutorado		
<b>Disciplina</b> <b>Curriculum, Knowledge and teaching: Michael Young’s Perspective and a brief view of Brazilian curriculum</b>		
<b>Professoras</b> Dra. Marili Moreira da Silva Vieira		
<b>Carga horária:</b> 20 hours	<b>Créditos</b> 02	<input type="checkbox"/> Obrigatória <input type="checkbox"/> Optativa <input checked="" type="checkbox"/> Eletiva
<b>Ementa:</b> Studies on the relationship between curriculum, Knowledge and teaching practice from Michael Youngs perspective. Understanding the relationship between knowledge views and curriculum concepts. Situating the brazilian curriculum.		
<b>Objetivos</b> At the end of the course the student will be able to: <ol style="list-style-type: none"> <li>1. Establish relationships between curricular conceptions and teaching practice.</li> <li>2. Distinguish epistemological conception of brazilian curriculum.</li> </ol>		
<b>Bibliography</b> BERGER, L. LUCKMANN, T. <i>The Social Construction of Reality: A Treatise in the Sociology of Knowledge</i> . FULLAN, Michael. <i>The New Meaning of Educational Change, Fifth Edition</i> . Teacher’s College Press., 2015. WYSE, Dominic; HAYWARD, Louise; and PANDYA, Jessica. <i>The SAGE Handbook of Curriculum, Pedagogy and Assessment</i> . Vol 1. & 2. YOUNG, M. <i>Bringing Knowledge Back in: From Social Constructivism to Social Realism in the Sociology of Education</i> YOUNG, M.; LAMBERT, D.; ROBERTS, C.; ROBERTS, M. <i>Knowledge and the future of school</i> . Bloomsbury Publishing, 10 de out. de 2014 YOUNG, M;MULLER, J. <i>Curriculum and the Specialization of Knowledge, Studies in the sociology of education</i> . Routledge, 2014.		