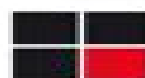


*Alice Casimiro Lopes • Elizabeth Macedo (Orgs.)  
Antonio Carlos Rodriguez de Amorim • Attico Chassot • John Willinsky*

# CURRÍCULO DE CIÊNCIAS EM DEBATE



P A P I R U S E D I T O R A

# Curriculo De Ciencias Em Debate

**Vincent Greaney, Thomas Kellaghan**



## **Curriculo De Ciencias Em Debate:**

*Currículo de ciências em debate* Alice Casimiro Lopes, Elizabeth Macedo, 2016-12-07 A área de ensino de ciências vem se consolidando nas últimas décadas com a substituição do foco inicial no desenvolvimento de projetos e no relato de experiências por um maior desenvolvimento de pesquisas. Apesar da diversidade profissional de temas que vêm sendo objeto de pesquisa, ainda tem sido dada pouca ênfase à discussão sobre questões históricas, políticas e culturais. Os estudos em currículo de ciências tanto no Brasil como na literatura internacional ainda têm se voltado preferencialmente para proposições curriculares que privilegiam novas abordagens metodológicas. A ênfase em aspectos metodológicos e epistemológicos frequentemente desconsidera a educação como campo de produção cultural, portanto intrinsecamente político e social. Por vezes também desconsidera as especificidades do conhecimento escolar perante os conhecimentos científicos de referência. Esse livro pretende contribuir para a ampliação do diálogo entre as discussões teóricas do ensino de ciências e o campo do currículo. Em sua organização, procuramos selecionar estudos que de diferentes perspectivas focalizam o currículo de ciências de modo abrangente. Papirus Editora

*Curriculum in International Contexts* Ashwani Kumar, 2018-12-13 This book is an exposition of how political, cultural, historical and economic structures and processes shape the nature and character of curriculum landscapes globally. By developing theoretical connections and providing contextual background, Kumar explores how colonialism and imperialism state-led ideological control and the wave of neoliberalism and capitalism insidiously impact the process of curriculum development in different parts of the world. Kumar also underscores how intellectual movements such as Marxism and postmodernism have shaped curriculum theory in varied political and economic settings. By emphasizing the connections between and among diverse cultural and political conceptualizations of curriculum, this volume contributes to the internationalization of curriculum studies discourses.

**Currículo: Questões Atuais**, 1997 **International Handbook of Curriculum Research** William F. Pinar, 2013-10-15 Continuing its calling to define the field and where it is going, the Second Edition of this landmark handbook brings up to date its comprehensive reportage of scholarly developments and school curriculum initiatives worldwide, providing a panoramic view of the state of curriculum studies globally. Its international scope and currency and range of research and theory reflect and contribute significantly to the ongoing internationalization of curriculum studies and its growth as a field worldwide. Changes in the Second Edition: Five new or updated introductory chapters pose transnational challenges to key questions curriculum research addresses locally. Countries absent in the First Edition are represented: Chile, Colombia, Cyprus, Ethiopia, Germany, Iran, Luxembourg, Nigeria, Peru, Poland, Portugal, Singapore, South Africa, Spain, and Switzerland. 39 new or updated chapters on curriculum research in 34 countries highlight curriculum research that is not widely known in North America. This handbook is an indispensable resource for prospective and practicing teachers, curriculum studies scholars, and for education students around the world.

**Power and Education** Antonia Kupfer, 2015-10-05 Education is a crucial influence early in life and is therefore

inextricably linked with power This book examines how education can limit opportunities and create social inequality as well as being an empowering force for good Theoretical approaches on the relationship of power and education are discussed as are questions on power and knowledge **Social Representations for the Anthropocene: Latin American**

**Perspectives** Clarilza Prado de Sousa, Serena Eréndira Serrano Oswald, 2021-04-30 The Anthropocene has become a field of studies in which the influence of human activity on the Earth System and nature is both the main threat and the potential solution Social Representations Theory has been evolving since the 1960s It links knowledge and practice in everyday life and is an effective way to deal with systemic crises based on common sense This book assembles key contributions by Latin American scholars working with social representations in the social sciences that are of conceptual relevance to the study of the Anthropocene and that investigate the societal consequences of complex interrelations between common sense and topics of global relevance such as the contradictions of sustainable development the construction of risks beyond risk perception health negotiation and governance in the field of education gender equality the usefulness of longitudinal and systemic ethnography and case studies and agency and the link between inequality crises and risk society in the context of COVID 19 presenting theoretical and methodological innovations from Spanish Portuguese and French research that have rarely been available in English This is the first book to address the relevance of Social Representations Theory for the Anthropocene as a societal era It presents the multidisciplinary scope of Social Representations This book covers emerging research contributions in Social Representations Theory from Latin America This book presents innovative research and commentaries by established researchers in the field This multidisciplinary book should be in the libraries of many disciplines in the social sciences and humanities **Currículo** Antonio Flavio Barbosa Moreira, 2014-03-12 O currículo constitui hoje

alvo privilegiado da atenção de autoridades políticos professores e especialistas Sua centralidade no panorama educacional pode ser atestada pelas constantes reformulações dos currículos dos diversos graus de ensino bem como pelo incremento da produção teórica na área Pode-se mesmo afirmar que o campo do currículo no Brasil vem adquirindo cada vez mais consistência e visibilidade Além dos princípios do neomarxismo e da Escola de Frankfurt os atuais estudos dos curriculistas brasileiros refletem também a incorporação de elementos e categorias do pensamento pós-moderno dos estudos culturais e dos que discutem questões de gênero e raça no cenário de valorização do tema que essa coletânea se insere buscando sobretudo favorecer as práticas democráticas tanto nos sistemas de ensino como nas escolas e universidades Papyrus Editora

**Currículo** Antonio Flavio Barbosa Moreira (org.), 2013-12-02 Os textos incluídos nessa coletânea discutem recentes políticas e práticas de currículo Tanto criticam propostas associadas ao projeto neoliberal quanto sugerem e analisam alternativas que caminhem na contramão desse projeto Seus autores comungam do ponto de vista de que outras perspectivas e estratégias são imprescindíveis Acreditando na possibilidade de promovê-las enfatizam a necessidade de pautá-las pelo compromisso com a construção de uma ordem social mais solidária e democrática A intenção reverter a lógica econômica vigente

orientada por valores como eficiência e produtividade e subordinada à lógica social. Tendo o currículo como foco central das discussões, esse livro estimula a crítica e a busca de alternativas. Alimenta a esperança em novos rumos e novos sentidos para o trabalho com currículo nas secretarias de educação, nas escolas e nos cursos e programas de formação de professores. Papirus Editora

**Currículo em Debate: Perspectivas Culturais, Educacionais e Religiosas** Marili Moreira da Silva Vieira, Fabiano de Almeida Oliveira, Ana Lúcia de Souza Lopes, 2022-08-17

Currículo em Debate: perspectivas culturais, educacionais e religiosas reúne um seleto grupo de pesquisadores e pensadores para discutir sobre o currículo e sua relação com a sociedade e a cultura por perspectivas que envolvem diversas áreas da educação e impactam os principais atores envolvidos: a escola ou a universidade, o professor, o estudante, as políticas públicas e a sociedade. De uma reflexão que perpassa por aspectos relacionados à concepção de currículo, ideia de cultura e civilização, o escolar cotidiano, o escolar e o impacto na materialização do currículo nas práticas docentes, na constituição da identidade do professor e no protagonismo dos estudantes, os autores de cada capítulo nos levam a refletir sobre a importância de se ter presente o questionamento acerca da finalidade educativa e das políticas públicas para concretizá-las em todos os níveis de ensino. Além disso, discute-se o impacto da tecnologia, sua relação com a ciência e a sociedade e a necessidade de uma formação integral do humano com valores éticos, apresentando um diálogo entre a religião e a secularização. O tema é muito atual e que determina escolhas curriculares basilares. A obra apoiada na concepção de currículo que se refere à escolha dos melhores conteúdos e saberes das várias áreas da sociedade, o conhecimento poderoso que possa conferir poder aos alunos conforme palestra proferida no primeiro semestre de 2021 pelo pesquisador Michal Young por meio de um planejamento didático realizado com intencionalidade pedagógica. A articulação entre esse grupo de pesquisadores lança o leitor numa perspectiva ampla de currículo e tem por objetivo promover um debate que suscite novas pesquisas e novos olhares sobre as relações entre o currículo, a formação de professores e sua relação com a sociedade.

**Currículo, didática e formação de professores** José A.B. Pacheco, Maria Rita N. S. Oliveira, 2016-02-17

As relações entre currículo e didática estão de volta ao centro das atenções como tem se visto em eventos recentes sobre educação. Embora exista um campo minado entre essas duas áreas, dadas suas divergências teóricas, ideológicas, origem de críticas recorrentes, evidente o interesse por pautas comuns de estudos e pesquisas que buscam colaborar com o trabalho docente e discente. Nesse livro, os autores, especialistas do Brasil e de Portugal, apostam no diálogo entre esses campos de conhecimento, tendo em vista sua contribuição para a formação de professores e a aprendizagem nos mais diversos ambientes educativos. O objetivo que os leitores possam construir práticas transformadoras relacionadas às ideias aqui apresentadas na obra. Papirus Editora

**Ensino de ciências, currículo e inclusão** Alaim Souza Neto, Daniel Russi Filho, Duan Gabriel Müller, Emanuel Vinícius Petri Pereira, Arthur Ribeiro Cenci, Maria Júlia Pedroso, Renata Orlandi, Graziela Piccoli Richetti, Aldo Sena de Oliveira, Nathalia Biazotto Sá, Vanessa Lima Bertolazi Simon, Raiana Fernanda Silvério, Alessandra Elias, Ronaldo Aurélio Gimenes Garcia, Silmara Silva dos Anjos, Anelize Baumgartner de

Oliveira,2020-01-08 A obra Ensino de Ciências Currículo e Inclusão dialogos interdisciplinares não poderia ter vindo em melhor hora Ela se apresenta em uma conjuntura bastante consternadora para a Educação Brasileira quando são postos à prova todos os avanços que alcançamos até aqui e que apontavam na direção de um projeto cultural de educação emancipatório e transformador Para aqueles que comungam da ideia freiriana de que o papel primordial da educação se volta para a comunhão entre humanos mediados por determinado objeto de conhecimento sendo esta um ato revolucionário que permite ao sujeito entender e ter a capacidade de mudar o mundo vivemos um momento perturbador Perturbador porque a educação libertadora e com ela o currículo crítico e emancipador a criatividade o diálogo a comunicação os direitos humanos a tolerância a autonomia e a humanidade sustentam-se e tornaram-se temas a serem combatidos por uma parcela conservadora de nossa sociedade dado o contexto de reemergência do reacionarismo no Brasil

**Currículo e formação no ensino de ciências** Adriana Washington Henarejos,Alaim Souza Neto,Alessandra Elias,Cláudio de Moraes,Eduarda Boing Pinheiro,Emanuel Vinícius Petri Pereira,Fabiana Schmitt Corrêa,Fernanda Luiza de Faria,Jullyana Camilo Fonseca,Maitê Thainara Barth ,Matheus Miotto Calione,Milene Karine Gubetti,Ronaldo Aurélio Gimenes Garcia,Renata Orlandi,2021-07-30 Este livro para aqueles que comungam das mais diferentes teorias educacionais mas que convergem de algum modo para a ideia de educação para a liberdade para a autonomia para a emancipação para a criticidade para evitar a barbárie para a revolução enfim em que o conhecimento historicamente sistematizado pela humanidade seja o principal objeto a ser mediado como forma de compreender enfrentar mudar transformar o mundo Temos certeza que pelo menos um dos artigos cumprir essa função de transformação de reflexão de crítica

**Evaluaciones nacionales del rendimiento académico Volumen 1** Vincent Greaney,Thomas Kellaghan,2016-02-02 La evaluación efectiva del desempeño de los sistemas educativos es un componente clave en la formulación de políticas para optimizar el desarrollo del capital humano en todo el mundo Los cinco libros de la serie Evaluaciones nacionales del rendimiento académico presentan conceptos clave de las evaluaciones nacionales de los niveles de rendimiento estudiantil desde las cuestiones normativas que deben abordarse cuando se diseña y se lleva a cabo las evaluaciones hasta el desarrollo de las pruebas el muestreo la depuración de datos las estadísticas la redacción de informes y el uso de los resultados para mejorar la calidad de la educación Este primer volumen describe los fines y las características de las evaluaciones nacionales así como las cuestiones relacionadas con su diseño su puesta en práctica su análisis y su comunicación Describe también las principales evaluaciones internacionales regionales y nacionales llevadas a cabo en una serie de países El libro va dirigido principalmente a gobiernos nacionales regionales y estatales instituciones de investigación y universidades

*Ensino de Filosofia e Currículo* Ronai Pires da Rocha,2020-03-26 São poucas as publicações dedicadas à teoria curricular no Brasil e ainda mais raros os estudos específicos como este Assim não é de estranhar que Ensino de Filosofia e Currículo lançado em 2008 tenha esgotado sua primeira edição um feito raro para um livro com este título Isso sugere que este livro criou aos poucos seu

prprio espaço na bibliografia brasileira sobre o tema graças aos pontos de vista originais que apresenta sobre temas caros ao educador e ao professor de Filosofia interdisciplinaridade e transversalidade curricular epistemologia e currículo filosofia e influência relações entre história e problemas filosóficos didática e pedagogia e muitos outros abordados sem que o contexto e a conjuntura da Educação no Brasil sejam desconsiderados Ensino de Filosofia e Currículo um título hoje incorporado na bibliografia brasileira sobre estudos curriculares e vem sendo crescentemente considerado como uma das contribuições mais relevantes para os estudos curriculares entre nós Esta segunda edição foi amplamente revista e a ela foi acrescentada um novo prefácio que atualiza o livro

**CURRÍCULO ESCOLAR E FORMAÇÃO DOCENTE NO ÂMBITO DO ENSINO DE CIÊNCIAS E MATEMÁTICA** Denize da Silva Souza, José Elyton Batista dos Santos, Maria Batista Lima, Maria Cristina Rosa, Este livro uma coletânea de artigos fruto do trabalho de alunos do Programa de Pós Graduação em Ensino de Ciências e Matemática vinculado Universidade Federal de Sergipe As reflexões e experiências apresentadas nesta obra integram conhecimentos e discussões evocados nas disciplinas Fundamentos de Currículo e Avaliação Escolar e Tópicos Especiais em Ensino de Matemática ministradas pelas professoras doutoras Denize da Silva Souza e Maria Batista Lima as quais integram a organização desta coletânea

**Currículo, diversidade e equidade** Roberto Sidnei Macedo, 2007

**Orientaciones para el desarrollo del currículo integrado hispano-británico en educación infantil** María Teresa Agudo, 2006 Obra que proporciona pautas comunes para unificar objetivos contenidos y criterios de evaluación en los centros participantes

Orientaciones para el desarrollo del currículo integrado hispano-británico en educación primaria María

Teresa Agudo, 2006 Obra que proporciona pautas comunes para unificar objetivos contenidos y criterios de evaluación en los centros participantes

**A docência em CIÊNCIAS NATURAIS: construindo um currículo para o aluno e para a vida** Eunice Aita Isaia Kindel, 2017 As discussões deste livro procuram responder a uma questão central que conhecimentos em Ciências são importantes para nossos alunos hoje Com foco nos anos finais do Ensino Fundamental e através de propostas pedagógicas que dão destaque a questões da atualidade aliadas ao desejo de construir um ensino de Ciências significativo são apresentadas sugestões que problematizam o fazer pedagógico e investem no protagonismo dos alunos contemporâneos

**Currículo e Prática Docente: Um Olhar Sobre o Curso de Ciências Econômicas** Moses Benadiba, 2024-12-20 Quais são as concepções dos professores sobre os saberes e as competências necessários ao docente do curso de Ciências Econômicas e sua inserção para a transformação do currículo Essa questão orientadora deste livro O objetivo identificar possíveis contribuições para o currículo do curso de Ciências Econômicas considerando as concepções de seus docentes suas práticas pedagógicas seus saberes e suas competências A fundamentação desta investigação assumiu as contribuições de autores como Paulo Freire Jos Sacristán Nigel Pérez Gómez Donald Schön Edgar Morin Marcos Masetto Regina Lúcia Brito Marina Feldmann Ilma Passos Veiga entre outros Incluiu também autores de sustentação metodológica como Antonio Chizzotti Menga Lúcia Marli André e Christian LaVille O trabalho resultou de uma pesquisa qualitativa com subsídios da quantitativa Para tanto envolveu três instâncias

ncias de investiga o a pesquisa documental a pesquisa bibliogr fica e a pesquisa de campo Foram sujeitos pesquisados professores do curso de Ci ncias Econ micas de uma universidade confessional e foram consultados mais dois estudiosos nas duas reas privilegiadas da educa o Curr culo e Ci ncias Econ micas Os dados coletados ofereceram indicadores constru o de alternativas para a pr tica pedag gica do professor e contribui es para poss veis altera es e atualiza es no curr culo do curso de Ci ncias Econ micas

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