

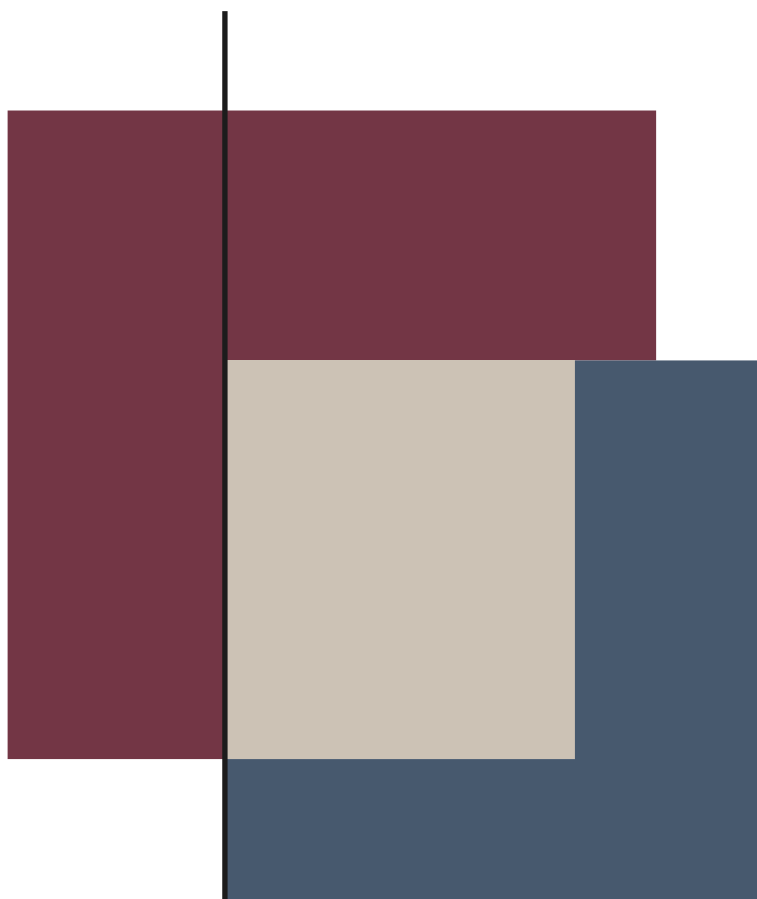


Coleção  
Memória Docente  
Brasil & Portugal

Volume I

# J U S T I N O M A G A L H ã E S

A life dedicated to Teaching and the History  
of Education



Virgínia Pereira da Silva de Ávila  
Pedro Gil Frade Morouço  
Cesar Augusto Castro

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of Education

Volume I

**J U S T I N O**  
**M A G A L H Ã E S**

A life dedicated to Teaching and the History  
of Education

Volume I

## **TECHNICAL SHEET**

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(...)

Afterward, I took the paths  
that existed and others yet unknown  
that I came to know after those.

Extracted from "Maltês" (Maltese).  
In *Planície*, by Manuel da Fonseca

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## **PREFACE**

Terciane Ângela Luchese

**07.**

## To keep the life of a man of letters, in the manner of a preface

Terciane Ângela Luchese

*To keep  
To keep something is not to hide it or lock it away.  
In a safe, nothing is kept.  
In a safe, the thing is lost from sight.*

*To keep something is to look at it, gaze at it, contemplate it to  
admire it, that is, to illuminate it or be illuminated by it.*

*To keep something is to watch over it, that is, to keep vigil for  
it, that is, to guard it, that is, to stay awake for it,  
that is, to be for it or be by it.*

*Therefore, it is better to keep the flight of a bird  
Than a bird without flights.*

*Therefore, one writes, one says, one publishes,  
one declares and recites a poem for this reason:  
To keep it:  
So that it, in turn, keeps what it keeps:  
Keep whatever a poem keeps:  
Hence the act of the poem:  
For keeping what one wants to keep.*

**(Antonio Cicero)**

I welcome the readers of this work. With the delicacy of a poem, "To Keep" by Antonio Cicero desires to keep, archive, and reveal a life. Justino Pereira Magalhães led a life as a man of letters, an intellectual, and a teacher. He was also a researcher, father, grandfather, and more. People in Portuguese and Brazilian lands, and beyond, know and recognize Justino. This book presents and represents a part of his life. Cunha (2019) acknowledges that a book is written and published to remember the intricacies and intensities of life. It narrates, even acknowledging the past as slippery and uncertain.

As Chartier (2003) notes, Justino shares experiences with the man of letters. A man of letters is literate, civilized, and erudite, devoted to studies and knowledge. Justino is a man of letters. In the pages of this book, readers will enjoy a life itinerary. It begins with a biographical presentation of Justino Pereira Magalhães. His academic qualifications accompany this. It also includes his roles and activities related to teaching and research, as well as positions held in the university context and associations. Justino inhabited various academic environments, including as a student and teacher. He frequented intellectual and university settings and actively involved himself in Portugal. He also had many interesting social relationships with colleagues from Spain, France, Brazil, and more. Browsing through the pages that unfold for the reader's attention allows one to perceive nuances and intricacies. The pages reveal a life dedicated to teaching and show a commitment to producing scientific knowledge and building an academic career. It includes travels, participation in conferences, and hundreds of publications (books, articles, and others). These have resonated and continue to resonate, contributing significantly to the field of the History of Education.

I identify Justino as a man of letters because books, reading, scientific research, and a love for knowledge — in both learning and teaching — unfold his existence and life experiences. The work also presents the collection of publications by Professor Justino Magalhães. This collection includes 21 books since 1998, 33 book chapters, 43 articles, and 25 prefaces, reviews. His guidance and co-guidance are outlined, and the lectures available on digital platforms are mapped. This book preserves documents and digitally safeguards important papers from Justino's life. It includes photographs, representing his personal archive, and intimate documents of the author.

This work is the first of the Teaching Memory Collection — Brazil and Portugal. It's an initiative of the School of Education and Social Sciences at the Polytechnic Institute of Leiria. Its goal is to "record memories of the professional and personal lives of teachers dedicated to teaching in Portugal and Brazil over the last 50 years." Professor Virgínia Ávila from the University of Pernambuco (UPE,

Brazil) and Professor Pedro Morouço, the director of the School of Education and Social Sciences (ESECS, Portugal), are the coordinators of the Collection. This first volume is dedicated to Professor Justino Pereira Magalhães. He completed 52 years of teaching in mid-2023. Professors and researchers Virgínia Pereira da Silva de Ávila, Pedro Gil Frade Morouço, Sandra Sylvia Santana Ziegler, Cesar Augusto Castro, and Samuel Luís Velázquez Castellanos organized this volume. Preserving, safeguarding, and showcasing the history of intellectuals and researchers who inspire our studies, who help us think about concepts, and whose writings form the basis or correlate with our own investigations is an action deserving of recognition and prominence. Leafing through this work is to encounter the history of a significant intellectual linked to the field of the History of Education. This work contributes to the study of the history of schools and educational institutions. This individual researched and conceptualized the pedagogical municipality and also shed light on topics such as teaching, reading, and writing processes, as well as literacy, inspiring other studies.

The book presents a diverse collection of letters, photographs, work documents, travel records, diplomas, plans, projects, opinions, reports, and publications. These items depict different moments in Professor Justino's teaching and research activities at educational institutions. This documentary ensemble carries promises of new meanings. The historian brings possibilities into existence by interrogating, analysing, arranging, and ordering it. After all, "a document is not found; a document is manufactured, created, invented" (Albuquerque Júnior, 2019, p. 91). The production of meaning occurs, is crafted, is constructed with and from the fragments of scattered documents that, when regrouped, organized, and reinterpreted, in the historian's confrontation with data, information, and documents in relation to concepts, theoretical-epistemological foundations, and the researcher's erudition who thinks, questions, reflects, contextualizes, and narrates. I believe that the "document is made up of layers of meaning and significance, many of them faded" (Albuquerque Júnior, 2019, p. 91). However, in this book, they are organized into chapters that carry a desire to order the reading, to give meaning and sequence to Professor

Justino Magalhães's life experience.

According to Albuquerque Júnior (2019), the educational historian's relationship with archives and deposited documents is not only rational. They involve the researcher, stir their emotions, and sensitize them. This leads to investigative actions. They involve selecting, collecting, organizing, recording, analysing, and citing materials. Between reason and emotion, research touches the producer, engaging and giving meaning to their work. I would add that my friendship and intellectual admiration for my colleague, Professor Justino Magalhães, stir emotions and mobilise me to read this book. This friendship is also extended to colleagues who organize the work.

Dear readers, the pages bear witness to a history of university education. Works and achievements are so inherent to those who inhabit the university world. Among these are research reports, books, and articles. Also, guidance at different levels of education. They are "remnants of a time, remnants of experiences, emotions, thoughts [...] they were what remained of a life" (Albuquerque Júnior, 2019, p. 91) that still pulsates with intensity. The organizers write that such documents strengthen intergenerational bonds. They recognise a legacy still under construction and record a time and place in the scientific and teaching world of researchers in the history of education. The act of preserving memories, stories, and individuals is an invitation, beyond perpetuity, to knowledge. It also inspires and honours those who have been or are significant protagonists in research and teaching in the History of Education.

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- Cunha, M. T. S. (2019). (Un)archiving: personal archives and ego-documents in the present time. São Paulo, Florianópolis: Rafael Copetti Editor.

*Terciane Ângela Luchese*

University of Caxias do Sul (UCS)

Brazilian Society for the History of Education (SBHE)

Summer of 2023

## **PREFACE**

Joaquim Pintassilgo

## Justino Magalhães, intellectual of education

Joaquim Pintassilgo

It is a pleasure and honor for me, as the current President of HISTEDUP, to write the preface for this work dedicated to the professional journey of a colleague whom I greatly value and admire, Justino Magalhães. I begin by congratulating Virgínia Ávila and Pedro Morouço, who conceived and made possible the collection that now begins. The trajectories and memories of exemplary teachers are an invaluable source of inspiration for those who dedicate their lives to the cause of education. As Justino Magalhães himself states in an excerpt from an interview presented here, “Being a teacher is a total profession.” It is a profession that unfolds into various dimensions, allowing us to intervene in society through the education of future generations. We invest much of who we are as individuals in this profession, and this transforms us into the process. Justino Magalhães exercised this profession, with “vocation” and “competence,” to use his own words, for more than 50 years. He began his activity in 1971 as a primary school teacher; after completing his degree in history, he moved on to secondary education, where he remained for a decade, serving as an internship supervisor and author of school textbooks. He joined the university career in 1986, first at the University of Trás-os-Montes and Alto Douro (1986-1988), then at the University of Minho (1988-2002), and finally at the University of Lisbon (2002-2023), where he retired recently.

In addition to being an exemplary teacher, Justino Magalhães was a remarkable and prolific researcher with methodologically rigorous, theoretically profound, and high-quality writing style. I highlight his pioneering research in areas such as the history of literacy and written culture, history of educational institutions, history of schoolbooks, history of the educational activities of municipalities, and history of educational theories. “From the Chair to the Bench. School and Modernization (18th-20th Centuries)”, published in 2010 by Educa, is perhaps the most significant and ambitious of his works. It is a comprehensive synthesis written with wisdom, theoretical depth, and empirical support for the process of schooling, as

developed in Portugal in the context of modernity. However, we cannot fail to highlight other major works such as “Reading and Writing in the Rural World of the Old Regime: A Contribution to the History of Literacy and Education in Portugal (1994),” “Weaving Connections: History of Educational Institutions” (2004), “The Mural of Time: School Manuals in Portugal” (2011), or “On the Path of Education: Epistemology, Theory, History” (2022). Justino Magalhães coordinated or was part of teams for various research projects; I believe the most significant and original of all was the “Atlas-Repertoire of Municipalities in Education and Culture in Portugal (1820-1986)”, which resulted in some highly relevant outcomes. He also supervised many doctoral theses and master’s dissertations, making a significant contribution to the training of more than one generation of young researchers in the History of Education. His intellectual generosity made him a true mentor of his disciples. The numerous positions and roles he held in the institutions where he worked attest to his commitment to organizational life; in the bodies to which he belonged, his words were always highly regarded and considered. On another level, between 1996 and 1998, he coordinated the History of Education Section of the Portuguese Society of Education Sciences, and since its founding in 2015, he has been the President of the General Assembly of the Association for the History of Education in Portugal (HISTEDUP). His encouragement and support for associative activities have been constant.

The works of Justino Magalhães are widely read and referenced in Brazil, where his presence has consistently been sought after. In parallel, he hosted dozens of Brazilian researchers and students in Lisbon for postdoctoral research and internships. His contribution to the symbolic construction of the Luso-Brazilian community in the History of Education is remarkable. On the international stage, it is also worth highlighting the networks of relationships he built with French and Spanish historians of education and culture, some of whom had a significant presence in his own scholarly production. It would be limiting to confine the work and influence of Justino Magalhães to the field of the History of Education. On the one hand, part of his research clearly falls within the scope of the History of Culture; on the other hand, his theoretical reflection encompasses

various dimensions of education, making his thinking relevant across the field of Education Sciences. Beyond being a competent historian, Justino Magalhães is a true intellectual in the realms of education and culture whose efforts will continue to enrich us.

Lisboa, December 31, 2023

*Joaquim Pintassilgo*

President of the Association for the History of Education in Portugal  
(Histedup)

## **PRESENTATION**

**17.**

The Teaching Memory Collection: Brazil and Portugal is an initiative of the School of Education and Social Sciences of the Polytechnic Institute of Leiria, with the support of researchers from both countries, the Association for the History of Education in Portugal (HISTEDUP), and the Brazilian Society for the History of Education (SBHE), Brazil<sup>1</sup>. The goal was to record the memories of the professional and personal lives of teachers who have dedicated themselves to teaching in Portugal and Brazil over the last 50 years.

This initiative preserves teaching memory through documents that teachers have maintained over time. These include letters, photographs, work documents, travel records, diplomas, plans, projects, opinions, reports, and publications, which depict various moments of teaching activity in educational institutions.

An example of this type of initiative is the Teaching Memory Project developed by a group of professors at the University of São Paulo (USP), Brazil. The project was dedicated to locating collections of teaching staff and researchers, both living and deceased, identifying and diagnosing document types, and disseminating this material through a virtual guide. The central idea is to gather information to discuss the need to institutionalise a policy for the memory of teaching activities at the USP. As of July 2023, 280 archives have been available for consultation.

As reminded by Ernesto Português in a beautiful work titled "Account Notebooks of a Barber – Memories of Monção", published in 2010:

"We cannot think of human life without memory. Without it, life has no meaning. Memory is a fundamental element in the activities of self-organisation and self-construction. This gives us a sense of personal and collective identities. The accumulated lived experiences that we recognise as our own provide us with a portrait of who we are, based on the traces of what we were. Indeed, we are our memory, our journey." (Português, 2010, p. 17)<sup>2</sup>.

The first volume of the Teacher's Memory Collection: Brazil and Portugal was inaugurated by Professor Justino Pereira Magalhães, who

<sup>1</sup> The project is coordinated by Professor Virgínia Ávila, from the University of Pernambuco – UPE, Brazil and Professor Pedro Morouço, from the School of Education and Social Sciences – ESECS, within the scope of the postdoctoral activities carried out between 2022 and 2024 and the cooperation agreement signed between the two institutions.

<sup>2</sup> Português, E. (2010). "Account Notebooks of a Barber – Memories of Monção." Monção City Council: Diário do Minho Lda. Company.

completed 52 years of teaching experience in April 2023. His reflections, studies, and research have contributed to the writing of other stories about education in Brazil and Portugal, thus becoming an important reference for the community of Luso-Brazilian education historians.

The preparation of this volume was preceded by two audio and video recorded interviews, which were later transcribed. The first took place on 10 March 2023 in Professor Justino Magalhães' office at the Institute of Education, University of Lisbon. After the transcription of the interviews, the video was discarded because of technical issues. The interviews were published in the *Brazilian Journal of History of Education*<sup>3</sup>.

The second interview took place on 21 April four days before retirement, at his residence in the Lapa neighbourhood, near Jardim da Estrela, in Lisbon. Magalhães, affable and kind, reflected on his career, the closure of a professional cycle, family, challenges in contemporary education, prospects, and history of education.

The collection and digitisation of documents required several visits to Professor Justino's residence and office, located in a 1940s building on Avenida Infante Santo. These moments, usually in the afternoon, allowed us to capture the perspectives of his career. Documentation includes diplomas, reports, appointment and inauguration certificates, curriculum plans, books, book chapters, articles, doctoral and postdoctoral guidance, technical-scientific visits, photographs from study trips, and more intimate moments with family. This approach was crucial to the project's direction, making it a reality.

Therefore, the Collection is built through a joint effort of Brazilian and Portuguese teachers/researchers in preserving the teaching memory and strengthening intergenerational bonds. Above all, it is a gesture of recognising, while still alive, the legacy left by a generation of teachers who experienced the transition from the 20th to the 21st century. It is also an important record for understanding a space and time, allowing these memories (Português, 2010) to serve as a bridge to the future.

Justino Magalhães was born on 24 April 1953 in Barcelos,

<sup>3</sup> Ávila, V. P. da S. de, & Santana Ziegler, S. S. (2023). Balance of a life dedicated to history and education. *Brazilian Journal of the History of Education*, 23(1), e293.

Portugal. Son of António Luís Soares de Magalhães and Teresa Gomes Pereira is the eldest of the 11 siblings. In 1971, he completed the Primary Teaching Course in Braga. In the same year, he began his career as primary school teacher, in the Parish of Cabreiros, in the municipality of Braga, where he stayed for one year.

In 1972, he enrolled in the Law School at the University of Lisbon; however, the following year, he dropped out of the course and transitioned to History at the Faculty of Arts of the University of Porto. The idea was to continue working and studying simultaneously as a teacher. At that time, as Magalhães recalls, “there was a generation afraid of the spectre of the colonial war” (Ávila & Santana Ziegler, 2023, p. 4). Therefore, studying meant postponing military recruitment until the end of the university course.

Between 1972 and 1974, he taught in Lisbon, the District of Portugal, and more precisely in Loures. During this period, he stayed at Luísa de Gusmão University Residence in Lumiar (when there was no metro, only buses). Later, at the Faculty of Arts at the University of Oporto, he continued as a working student and resumed teaching near Braga. In 1978, he completed his degree in history, and the following year, he completed his training for high school teaching.

Until 1986, he taught various years of the General and Complementary Courses of Secondary Schools. He also took on the role of internship supervisor and co-authored history books for the 10th, 11th, and 12th grades.

Regarding teaching, Magalhães stated that:

“Being a teacher is a total profession (vocation and competence). Teaching is one of the great needs of humanity, because it is a counterpoint, alterity, and hope. Humanity has not come to this point without education or school. Who stands on the other side of the desk and agrees to dialogue with a teenager who is always resistant? Someone must continue doing it.” (Ávila & Santana Ziegler, 2023, p. 18)

In 1987 and 1988, he worked at the University of Trás-os-Montes and Alto Douro, teaching History of Education and

participating in the organisation of pedagogical practices. He remained there for two years until he joined the University of Minho through a competition. He completed the Pedagogical and Scientific Aptitude Exams in 1989, obtained his Ph.D. in 1994, and underwent the Aggregation Exams in 2000.

In 2002, he was approved in a competition with the Faculty of Psychology and Educational Sciences at the University of Lisbon. He held various positions and functions, being appointed full professor on 17 May 2005 and retired on 24 April 2023 upon reaching the age of 70.

This first volume is organized into 14 sections, starting with the prefaces by Joaquim Pintassilgo, a historian of education and president of the Association of the History of Education in Portugal – Histedup – and Terciane Luchese, a historian of education and president of the Brazilian Society of History of Education – SBHE. The following is a presentation prepared by the authors of this work: a biography, which includes personal, academic, and professional data; education; career; reports; curriculum plans; ceremonies and meetings; publications; images of books; guidance for postdoctoral, doctoral, and doctoral internships; lectures, interviews, and conferences; images from childhood, family, friends, and travels. The volume concludes with the afterword of Professor Áurea Adão, with whom Professor Justino Magalhães developed important projects and partnerships throughout his career. We express our heartfelt gratitude for the invaluable support from the Social Support Fund (FASE®) of the School of Education and Social Sciences at the Polytechnic Institute of Leiria. This support facilitated the social and academic integration of student Mafalda Pedrosa from the Translation and Interpretation course in Portuguese/Chinese – Chinese/Portuguese. We also extend our thanks to the CRID – Digital Inclusion Resource Center and the Pro-Rectorate for Postgraduate Studies, Research, and Innovation (PROPEGI) at the University of Pernambuco through the Notice of Support for *Stricto Sensu* Postgraduate Studies – 2022.

To conclude, we extend our gratitude to Professor Justino for his participation in the first volume of the Teacher's Memory Collection: Brazil and Portugal, generously providing, in his

characteristic manner, the documents presented here. We wish the professor to fulfil retirement and hope that he will continue to share his reflections on teaching and the history of education with us.

Leiria, January 2024

*Virgínia Ávila*

*Pedro Morouço*

*Cesar Castro*

## **BIOGRAPHY**

On the following pages, you will find personal data, academic qualifications, teaching, and research activities, as well as positions and roles.

## **PERSONAL DATA**

Name: Justino Pereira de Magalhães.

Date of Birth: April 24, 1953.

Place of Birth: Barcelos, Portugal.

Marital Status: Married.

Spouse: Violante F. Magalhães.

Children: 2 sons (Nuno and Joana) e 2 stepchildren (João and Pedro).

Grandchildren: 5 (Francisco, Bernardo, Biana, Helena and Tomé).

**ACADEMIC QUALIFICATIONS**

Primary Teaching Course in Braga.

**PROFESSIONAL STATUS**

Primary School Teacher (1976-1986).

**1971**

**PROFESSIONAL STATUS**

Primary School Teacher (1971-1976).

**1970**

# 1980

## ACADEMIC QUALIFICATIONS

Bachelor's degree in history from the Faculty of Arts at the University of Porto.



1978

## PROFESSIONAL STATUS

Assistant at the University of Trás-os-Montes and Alto Douro, Portugal (1986-1988).

--

University Professor (1986-2023).

### **ACADEMIC QUALIFICATIONS**

Pedagogical Aptitude and Scientific Capacity Exams in History of Education at the University of Minho.

### **PROFESSIONAL STATUS**

Assistant at the University of Minho, Portugal (1988-1994).

**1989**

# 1990

## **INVESTIGAÇÃO**

Coordinator of the project "Source Guide for the History of Education". Project funded by the Educational Innovation Institute (1993-1996).

## **INVESTIGATION**

- Main research focus: History of Education/Institution/Written Culture in the modern and contemporary periods.
- Thematic lines and main research domains:
  - a) History of Education and Schooling; History of Educational Institutions; Epistemology and Theory of Education.
  - b) History of the Local and Pedagogical Municipality.
  - c) History of Written Culture, Literacy, and Schoolbooks.

1994

### **ACADEMIC QUALIFICATIONS**

Ph.D. in History of Education from the University of Minho.

### **AWARD**

Rui Grácio Award from the Portuguese Society for Education Sciences.

### **PROFESSIONAL STATUS**

Assistant Professor at the University of Minho, Portugal (1994-1997).

### **INVESTIGATION**

Researcher at CEEP – Center for Studies in Education and Psychology of the University of Minho (1994-2002).

### **POSITIONS AND ROLES**

Coordinator of the Specialization Area in History of Education and Pedagogy, in the master's program in Education at the University of Minho (1994-2002).



## **INVESTIGATION**

Member of the project “Normalised Informatisation of Archives. Parish Reconstruction and Population History, University of Minho. Project funded by the PRAXIS Program (1995-1999).

--

Member of the project “Status, Functions, and History of the Textbook” at CEEP, University of Minho. Project funded by the PRAXIS Program (1995-2001).

## **POSITIONS AND ROLES**

Member of the Plenary of the Academic Council of the University of Minho (1995-1997).

--

President of the Council of Courses in Education and Psychology at the University of Minho (1995-1997).

--

Director of the Undergraduate Program in Education at the University of Minho (1995-1997).

--

Member of the Coordinating Committee of the Scientific Council of the Institute of Education and Psychology, University of Minho (1995-2002).

### **ADDITIONAL ROLES**

Coordinator of the History of Education Section of the Portuguese Society for Education Sciences (1996-1998).

### **PROFESSIONAL STATUS**

Associate Professor at the University of Minho, Portugal (1997-2000).

### **INVESTIGATION**

Coordinator of the project "History of Education – Memories, Representations, Praxeologies" at CEEP, University of Minho (1997-2002).

1998

### **RESEARCH INTERNSHIP**

INRP (National Institute of Pedagogical Research) Scholarship. Seminars with Anne-Marie Chartier, Jean Hébrard, Alain Chopin, Dominique Julia. Paris (1998, 2002 e 2007).

### **INVESTIGATION**

Member of the "International Project Foundations for the Advancement of Comparative History of Education in Iberoamerica" at the University of Bogotá, Colombia (1998-2001).

--

Member of the SPICAE Group - Comparative History of School in Southern Europe (1998-2014).



### **POSITIONS AND ROLES**

Director of the Department of Pedagogy at the Institute of Education and Psychology, University of Minho (1999-2002).

**2000**

### **ACADEMIC QUALIFICATIONS**

Aggregation in History of Education and Pedagogy from the University of Minho.

### **PROFESSIONAL STATUS**

Associate Professor with Aggregation at the University of Minho, Portugal (2000-2002).

### **POSITIONS AND ROLES**

Member of the Board of CEEP, University of Minho (2000-2002).



2000

### **RESEARCH INTERNSHIP**

INRP (National Institute of Pedagogical Research) Scholarship. Seminars with Anne-Marie Chartier, Jean Hébrard, Alain Chopin, Dominique Julia. Paris (1998, 2002 e 2007).

### **PROFESSIONAL STATUS**

Associate Professor with Aggregation at the University of Lisbon (2002-2005).

### **INVESTIGATION**

Researcher at the Research Unit of Education Sciences at the Faculty of Psychology and Education Sciences, University of Lisbon (2002-2009).



2002

### **POSITIONS AND ROLES**

Coordinator of the Scientific Area of History of Education and Comparative Education at the Faculty of Psychology and Education Sciences, University of Lisbon (2003-2009).

--

Coordinator of the master's program in Education and Reading at the Faculty of Psychology and Education Sciences, University of Lisbon (2003-2009).

### **INVESTIGATION**

Member of the MANES Network, UNED, Madrid, Spain (2004-2023).

**PROFESSIONAL STATUS**

Full Professor at the University of Lisbon, Portugal (2005-2023).

**POSITIONS AND ROLES**

Coordinator of the Section of Education Sciences at the Faculty of Psychology and Sciences, University of Lisbon (2006-2009).

## RESEARCH INTERNSHIPS

INRP (National Institute of Pedagogical Research) Scholarship. Seminars with Anne-Marie Chartier, Jean Hébrard, Alain Chopin, Dominique Julia. Paris (1998, 2002 e 2007).

## RESEARCH INTERNSHIPS

Research Internship in History, Language, and Education, supervised by Peter Burke. University of Cambridge, England, 2008.

2007

## POSITIONS AND ROLES

Coordinator of the Doctoral Program in History of Education, University of Lisbon (2007-2023).

2008

### **ACADEMIC QUALIFICATIONS**

Post-doctorate at the École des Hautes Études en Sciences Sociales – EHESS (Paris), under guidance of Roger Chartier, 2010.

### **INVESTIGATION**

Researcher at the Research and Development Unit in Education and Training of the Institute of Education, University of Lisbon (UIDEF – IEULisboN) (2010 –...).

--

Consultant for the project PTDC/CPE-CED/102205/2008, based at the Institute of Education, University of Lisbon: “Education and Cultural Heritage: schools, objects, and practices” (2010-2012). Funding from FCT (Foundation for Science and Technology) in the amount of 114,000 euros (2010-2012).

### **POSITIONS AND ROLES**

Coordinator of the Research and Teaching Area of History and Psychology of Education at the Institute of Education, University of Lisbon (2010-2017).



2010

## **INVESTIGATION**

Principal Investigator of the Research Project PTDC/CPE-CED/116938/2010, based at the Institute of Education, University of Lisbon: "Atlas Repertoire of Municipalities in Education and Culture in Portugal". Funding from FCT in the amount of 96,000 euros (2011-2014).

## **INVESTIGAÇÃO**

Member of the CEIBERO Group – Culture and Education in Iberian Empires – at the Centre for Research in the History of Education at the Federal University of Minas Gerais, Brazil, funded by FAPEMIG (Foundation for Research Support of the State of Minas Gerais), CNPq (National Council for Scientific and Technological Development), Araucaria Foundation, Faculty of Education, Federal University of Minas Gerais (2012 -...).

**INVESTIGATION**

Collaborator at the Centre for History of the University of Lisbon (CH-ULisbon) (2015-...).

**POSITIONS AND ROLES**

Member of the Senate of the University of Lisbon (2015-2017).

--

Responsible for the Postdoctoral and Doctoral Seminar "Representation Systems and Writing in Education" (2015-2021).

**ADDITIONAL ROLES**

President of the General Assembly of the Association for the History of Education in Portugal – HISTEDUP (2015 –...).

**INVESTIGATION**

Consultant for the project PTDC/ATP-AQI/3272/2014: "ATLAS of School Architecture in Portugal – Education, Heritage, and Challenges" by the Association of the Superior Technical Institute for Research and Development (2016-2019).

### **RESEARCH INTERNSHIPS**

Research Internship in Written Culture and Schoolbook, CEINCE, with Agustín Escolano. Spain, 2017.

### **INVESTIGATION**

Co-Investigator for the project “Recovered Memories, (Re)constructed Identities: Schooling Experiences, Heritage, and Local Educational Dynamics” – Project No. 029091 FCT, based at the Institute of Education, University of Lisbon (2018-2022).

### **POSITIONS AND ROLES**

Vice-President of the Scientific Council of the Institute of Education, University of Lisbon (2018-2023).

2017

## **MORE INFORMATION**

### **PROFESSIONAL STATUS**

- Visiting Professor at Brazilian Universities.

### **POSITIONS AND ROLES**

- President and member of scientific juries; academic juries; professional juries.
  - Responsible for Training Programs (Seminars). Undergraduate, Master's, Doctoral Curriculum Programs.
  - Supervisor of master's and doctoral theses; supervisor of postdoctoral research.
  - Invited speaker at national and international scientific events.
  - Course instructor for short courses.
  - Member of scientific committees and organizing committees of scientific events.
  - Reviewer for national and international journals.
  - Member of editorial boards of Portuguese and foreign scientific journals.
-

## **EDUCATION**

On the following pages, you will find a course letter,  
a diploma, and a certificate.

01

CARTA DE CURSO

REPÚBLICA  PORTUGUESA

 DOUTOR ARMANDO DE ARAÚJO MARTINS CAMPOS E MATOS, REITOR DA UNIVERSIDADE DO PORTO

faço saber que Justino Pereira de Magalhães,

filho (a) de António Luís Soares de Magalhães,

natural da freguesia de Santa Maria Maior,

concelho de Barcelos, distrito de Braga,

tendo frequentado a Faculdade de Letras, da Universidade do Porto,

concluiu com êxito a Licenciatura em História,

aos trinta e um de Julho de 1978.

Pelo que, em conformidade com as disposições legais em vigor, lhe mandei passar a presente, em que o (a) declaro habilitado (a) com o referido curso (Licenciatura),

Reitoria da Universidade, em treze de Novembro de 1978.

O REITOR,  


O SECRETÁRIO,  




01 Course letter, 1978

*Image Description: Completion letter for the bachelor's degree in history for Justino Pereira de Magalhães, awarded by the University of Porto in 1978, features black text on a white background. At the bottom centre of the page, there are two signatures: one from the rector and the other from the secretary. Two seals are placed on the left side.*

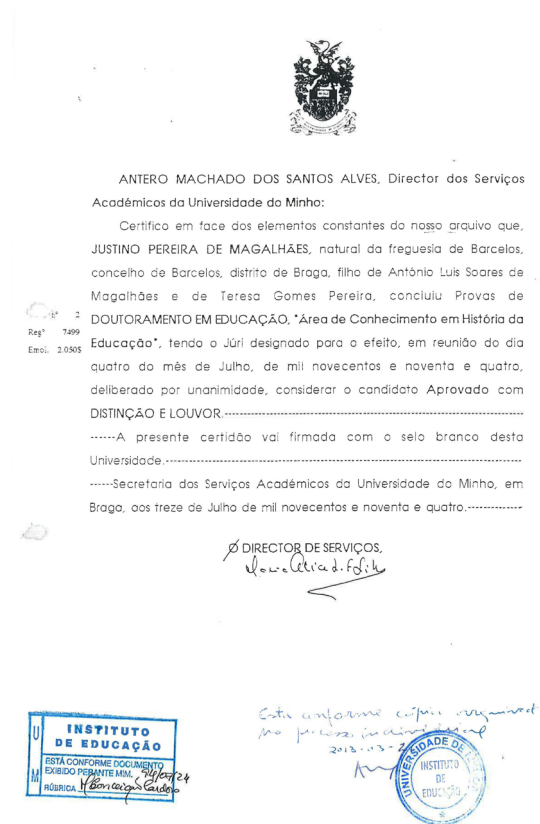
02



02 Diploma of completion for Internship, 1982

Image Description: Diploma of completion of the High School Internship, awarded by the Liceu Nacional de Espinho, in 1982. Rectangle format, with black and blue text on a white background, brown edges. At the bottom of the page, there are two signatures, one from the head of administrative affairs and the other from the president of the board of directors. On the left side are two seals.

03



**03** *Certificate of Completion for Doctoral Examinations in Education, 1994*

*Certificate of Completion for the Doctorate in Education, awarded by the University of Minho in 1994, signed by the Director of Services. A4 format with black text on a white background. At the top, there is a coat of arms of Portugal, and at the bottom left, there is a seal of the Institute of Education. On the right side is a seal of the University of Lisbon.*

## **CAREER**

On the following pages, you will find photographs, aggregation exam reports, official documents, and terms of appointment and inauguration.

04



04 Aggregation Exam Jury. Noble Hall of the University of Minho, 2000

*Image Description: Colour rectangular photograph featuring a wooden table positioned on a blue and white rectangular carpet. Nine chairs are occupied by members of the aggregation exam jury. From right to left: Norberta Amorim (examiner), Cuiça Sequeira, Ribeiro da Silva (examiner, University of Porto), Vice-Rector Aguiar e Silva, António Nóvoa (examiner, University of Lisbon), Ribeiro Dias, Artur Mesquita, Licínio Lima, and Fátima Sequeira. There is a second smaller wooden table in front of the main table. Justino Magalhães is seated in a high-backed wooden chair with a red cushion. The professor wears a black gown positioned in profile with his right hand supporting his chin.*

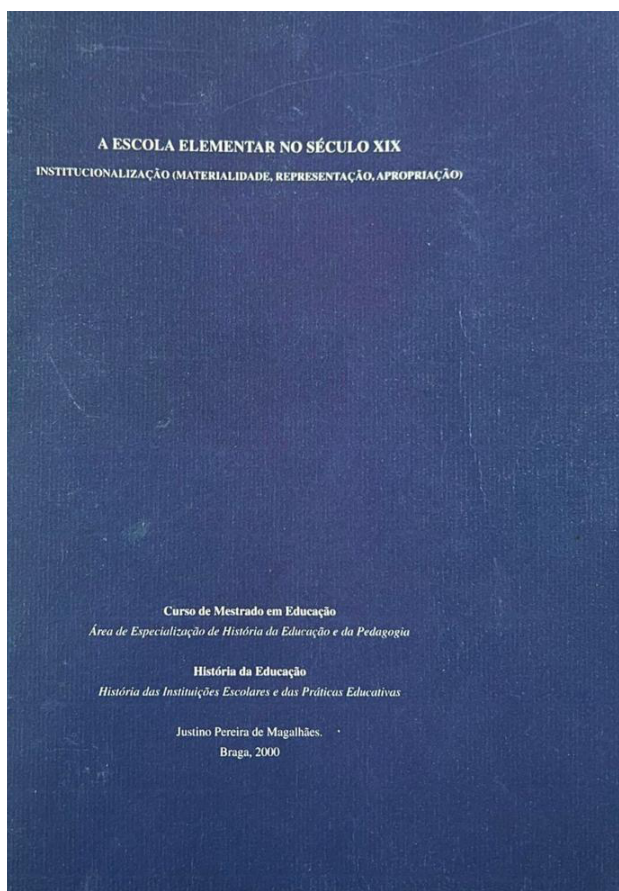


**05**

**05** *Aggregation Exam Jury. Noble Hall of the University of Minho, 2000*

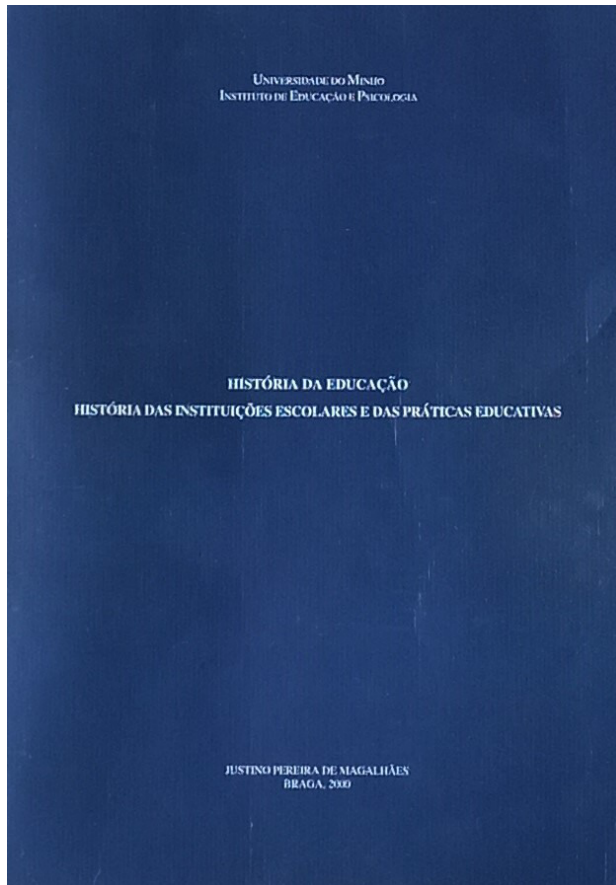
*Image Description: Colour photograph of Justino Magalhães in the foreground. He is seated with his right hand on his chin, with black hair and moustache, wearing glasses and a black gown. His arms are resting on a table with several sheets of paper.*

06



06 *Elementary School in the 19th Century: Institutionalization, Materiality, Representation, and Appropriation, 2000*

*Image Description: Book cover in A4 format, with white text on a blue background. The title stands out at the top, and at the bottom, there is the name of the master's program in Education and the subtitle of the specialization area - History of Education and Pedagogy, followed by "History of Education" with the subtitle "History of School Institutions and Educational Practices." At the end of the cover, the author's name, Justino Magalhães, the city of Braga, and the year of presentation are displayed. This material was used in the aggregation examinations at the University of Minho in 2000.*



**07**

**07** *History of Education: History of School Institutions and Educational Practices, 2000*

*Image Description: Book cover in A4 format, with white text on a strong blue background. The name of the university and institute is prominently featured at the top, with the title in the centre. At the bottom, the author's name, Justino Magalhães, the city of Braga, and the year of the presentation are displayed. This material contains a report on the discipline presented in aggregation examinations at the University of Minho in 2000.*

d) Quaisquer outros elementos que os candidatos considerem relevantes para apreciação do seu mérito, devidamente comprovados.

7.2 — O requerimento de candidatura ao concurso deverá ser obrigatoriamente acompanhado, sob pena de exclusão, dos seguintes documentos:

- Certificado, autêntico ou autenticado, das habilitações literárias;
- Certidão discriminativa das notas obtidas no curso ou fotocópia autenticada;
- Três exemplares do *curriculum vitae* detalhado, datado e assinado;
- Certificado do registo criminal;
- Atestado médico comprovativo de que possui a robustez física e psíquica necessária para o exercício do cargo a que se candidata (Decreto-Lei n.º 319/99, de 11 de Agosto);
- Documento comprovativo de ter cumprido as obrigações do serviço militar, se for o caso;
- Fotocópia do bilhete de identidade;
- Lista completa dos documentos apresentados.

7.3 — Os candidatos estão dispensados de apresentar os documentos indicados nas alíneas d) a f) do número anterior, desde que os mesmos declarem expressamente no requerimento de candidatura, em alíneas separadas, sob compromisso de honra, a situação precisa em que se encontram relativamente a cada uma das alíneas.

7.4 — Assiste ao júri a faculdade de exigir a qualquer dos candidatos, para melhor esclarecimento das situações que descreve, a apresentação de documentos comprovativos das suas declarações.

8 — O requerimento poderá ser entregue directamente na Escola Superior de Saúde de Faro, sita na Estrada de Loulé, sem número, 8000-510 Faro, ou enviado pelo correio, registado, com aviso de recepção, expedido até ao termo do prazo fixado no n.º 1 do presente edital.

9 — Métodos de selecção — avaliação curricular, complementada com uma entrevista, se o júri entender ser esta última necessária.

10 — Critérios de selecção:

- Habilitações literárias;
- Experiência profissional na área para a qual é aberto o concurso;
- Experiência de ensino;
- Actividades de investigação e publicações;
- Adequação do currículo profissional para se integrar nos projectos de intervenção e investigação a desenvolver pela Escola, bem como nas necessidades da área de ensino a que se destina o concurso.

11 — Os critérios de apreciação e ponderação da avaliação curricular e da entrevista, bem como o sistema de classificação final, incluindo a respectiva fórmula classificativa, constam de acta das reuniões do júri do concurso, sendo a mesma facultada aos candidatos sempre que solicitada.

12 — Constituição do júri:

Presidente — Professora-coordenadora Nídia Maria Dias Azilheira Rebelo Boaz.  
Vogais efectivos:

Professora Catedrática Maria da Conceição Abreu e Silva.  
Professora-adjunta Ana Paula Fonseca da Costa Carvalho.

Vogais suplentes:

Professora-adjunta Maria Dulce da Mota Antunes de Oliveira Estêvão.  
Professora-adjunta Ana Maria de Melo Sampaio de Freitas.

O presidente do júri será substituído, nas suas faltas e impedimentos, pelo 1.º vogal efectivo.

13 — Menção a que se refere o despacho conjunto n.º 373/2000, de 1 de Março: «Em cumprimento da alínea f) do artigo 9.º da Constituição, a Administração Pública, enquanto entidade empregadora, promove activamente uma política de igualdade de oportunidades entre homens e mulheres no acesso ao emprego e na progressão profissional, providenciando escrupulosamente no sentido de evitar toda e qualquer forma de discriminação.»

3 de Junho de 2005. — O Reitor, Adriano Lopes Gomes Pompaio.

## UNIVERSIDADE DE LISBOA

### Faculdade de Belas-Artes

**Despacho n.º 13 847/2005 (2.ª série).** — Por despacho do vice-reitor da Universidade de Lisboa de 20 de Maio de 2005, proferido por delegação, conforme publicação no *Diário da República*, 2.ª série, n.º 144, de 25 de Junho de 2002:

Licenciado Nuno Filipe Amaro da Cruz, estagiário da carreira técnica superior (área de gestão) desta Faculdade — nomeado definitivamente (semto de fiscalização) a partir da data da posse, considerando-se rescindido o contrato anterior a partir da mesma data. (Semto de fiscalização prévia do Tribunal de Contas. Não são devidos emolumentos.)

2 de Junho de 2005. — Pelo Presidente do Conselho Directivo, Ana Paula Correia.

**Rectificação n.º 1070/2005.** — Por ter saído com inexactidão o despacho n.º 13 566/2004 (2.ª série), publicado no *Diário da República*, 2.ª série, n.º 160, de 9 de Julho de 2004, rectifica-se que onde se lê «Projecto de Regulamento do Centro de Investigação e de Estudos de Anatomia e Ilustração Científica» deve ler-se «Regulamento do Centro de Investigação e de Estudos de Anatomia e Ilustração Científica».

3 de Junho de 2005. — A Secretária, Ana Paula Correia.

**Rectificação n.º 1071/2005.** — Por ter saído com inexactidão o despacho n.º 831/2004 (2.ª série), publicado no *Diário da República*, 2.ª série, n.º 99, de 27 de Abril de 2004, rectifica-se que onde se lê «Centro de Investigação e Estudos de Cerâmica Artística — CIECA — Projecto de regulamento» deve ler-se «Centro de Investigação e Estudos de Cerâmica Artística — CIECA — Regulamento».

3 de Junho de 2005. — A Secretária, Ana Paula Correia.

### Faculdade de Farmácia

**Despacho (extracto) n.º 13 848/2005 (2.ª série).** — Por despacho do vice-reitor de 14 de Abril de 2005, proferido por delegação do reitor:

Doutora Maria José Umbelino Ferreira, professor auxiliar de nomeação definitiva — nomeada definitivamente, procedendo concurso, professora associada do quadro do pessoal docente da Faculdade de Farmácia da Universidade de Lisboa com efeitos à data do termo de aceitação de nomeação, considerando-se rescindido o contrato anterior. (Semto de fiscalização prévia do Tribunal de Contas.)

1 de Junho de 2005. — O Secretário, Alfredo Ferreira Malta.

### Faculdade de Psicologia e de Ciências da Educação

**Despacho n.º 13 849/2005 (2.ª série).** — Por despacho do vice-reitor da Universidade de Lisboa de 17 de Maio de 2005, proferido por delegação do reitor:

Doutor Rui Fernando de Matos Saraiva Canário, professor associado com agregação da Faculdade de Psicologia e de Ciências da Educação da Universidade de Lisboa — nomeado definitivamente professor catedrático da mesma Faculdade com efeitos à data do termo de aceitação. (Semto de fiscalização prévia do Tribunal de Contas.)

3 de Junho de 2005. — A Presidente do Conselho Directivo, Maria Teresa do Rio Carvalho.

**Despacho n.º 13 850/2005 (2.ª série).** — Por despacho do vice-reitor da Universidade de Lisboa de 17 de Maio de 2005, proferido por delegação do reitor:

Doutor Justino Pereira de Magalhães, professor associado com agregação da Faculdade de Psicologia e de Ciências da Educação da Universidade de Lisboa — nomeado definitivamente professor catedrático da mesma Faculdade com efeitos à data do termo de aceitação. (Semto de fiscalização prévia do Tribunal de Contas.)

3 de Junho de 2005. — A Presidente do Conselho Directivo, Maria Teresa do Rio Carvalho.

## 08 Appointment in the Official Gazette of the Republic, 2005

Image Description: Dispatch No. 13,850/2005 (2nd series) from the Vice-Rector published in the Official Gazette on 22 June 2005 appointing Justino Pereira de Magalhães as a Full Professor at the Faculty of Psychology and Education Sciences of the University of Lisbon. A4 format, with black text on a white background divided into two columns.

09

**Termo de aceitação de nomeação** N.º 36

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**Ministério – Serviço/Organismo**  
MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E DO ENSINO SUPERIOR  
UNIVERSIDADE DE LISBOA  
Faculdade de Psicologia e de Ciências da Educação

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**Identificação do nomeado**

Nome completo **Prof. Doutor Justino Pereira de Magalhães**

Bilhete de identidade n.º 3024098      Válido até 02-11-14

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**Nomeação**

Cargo/categoria **Professor Catedrático**

Modalidade de nomeação **Nomeação Definitiva**

Entidade que nomeou **Vice-Reitor da Universidade de Lisboa**      Em **17-05-05**

Por competência própria       Por delegação


Fiscalização do Tribunal de Contas **-Isento-**      Publicação **22-06-05**

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**Aceitação**

Data e local: **22-06-05**, **Reitoria da Universidade de Lisboa**

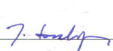
O Nomeado,



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Entidade que confirma a nomeação (nome e cargo/categoria):  
**Prof. Doutor João Augusto Sousa Lopes**  
**Vice-Reitor da Universidade de Lisboa**

Por competência própria       Por delegação




10001027.0112027

**09** *Acceptance of Appointment Document, 2005*

*Image Description: Definitive Appointment of Justino Pereira de Magalhães as Full Professor at the Faculty of Psychology and Education Sciences of the University of Lisbon. A4 format, with black text on a white background. Document signed by the Vice-Rector, Professor Dr. João Augusto Sousa Lopes, on 22 June 2005 and issued by the Ministry of Science, Technology, and Higher Education.*

10

Termo de posse

Ministério - Serviço/Organismo		Nº 445
MINISTÉRIO DA CIÊNCIA, TECNOLOGIA E DO ENSINO SUPERIOR UNIVERSIDADE DE LISBOA Instituto de Educação		
Identificação do nomeado		
Nome completo Prof. Doutor Justino Pereira de Magalhães		
Bilhete de identidade n.º	3024098	Válido até 02 - 11 - 2014
Nomeação		
Cargo/categoria	Membro do Conselho Científico - Corpo de Docentes e Investigadores	
Modalidade de nomeação	Eleição, efeitos à data da Posse	
Entidade que homologou,	Reitor, nos termos da alínea p), nº 1 do art. 31º dos Estatutos da Universidade de Lisboa	Em 13 - 11 - 2009
Por competência própria	<input checked="" type="checkbox"/>	Por delegação <input type="checkbox"/>
Fiscalização do Tribunal de Contas	Isento -	Publicação - -
Posse		
Eu, abaixo assinado, afirmo solenemente, pela minha honra, que cumprirei com lealdade as funções que me são confiadas.		
Data e local: 16 - 11 - 2009, Reitoria da Universidade de Lisboa		
O Nomeado,		
		
Entidade que confirma a nomeação (nome e cargo/categoria):		
Prof. Doutor António Manuel Seixas Sampaio da Nóvoa Reitor da Universidade de Lisboa		
Por competência própria	<input checked="" type="checkbox"/>	
Por delegação	<input type="checkbox"/>	



10 Oath of Office for the Scientific Council, 2009

Image Description: Nomination of Justino Pereira de Magalhães as a Member of the Scientific Council of the Institute of Education at the University of Lisbon. A4 format, with black text on a white background. The document was signed by Rector, Professor Dr. António Manuel Seixas Sampaio da Nóvoa, on 16 November 2009.

### DECLARAÇÃO

Para os devidos efeitos se declara que o Doutor Justino Pereira de Magalhães, exerce funções na categoria de Professor Catedrático neste Instituto, em regime de contrato de trabalho em funções públicas, por tempo indeterminado em regime de *tenure*.

Instituto de Educação da Universidade de Lisboa, 17 de abril de 2015.

  
(Líza. Carminha Pequeto Cardoso)

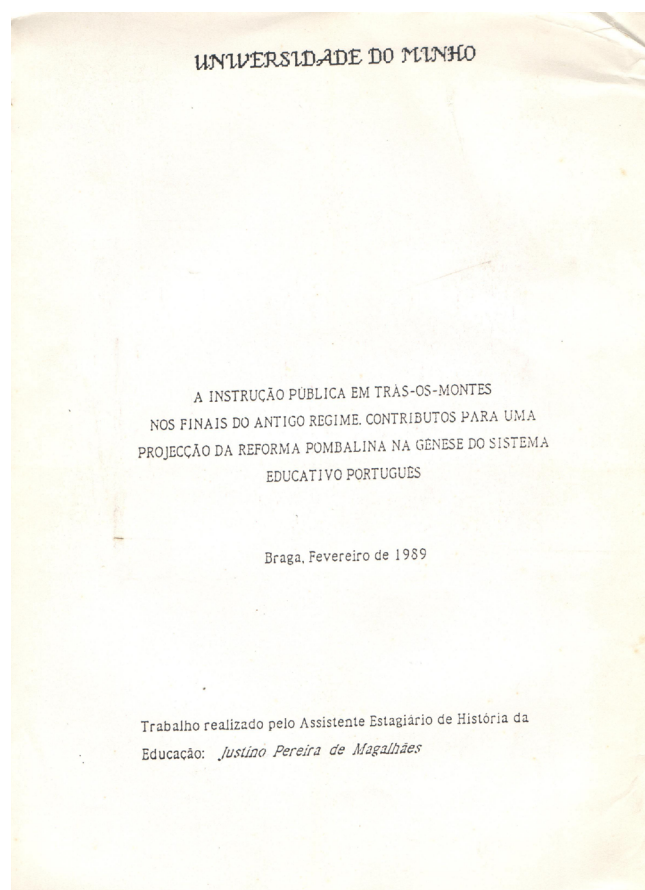
### 11 Declaration of the Employment Contract Regime in Public Service, 2015

*Image Description: The Declaration confirmed that Professor Justino Pereira de Magalhães held the position of Full Professor at the Institute of Education of the University of Lisbon, under an indefinite-term public service employment contract, with black text on a white background. There is a stamp with the director's signature. The Declaration was signed on 17 April 2015.*

## **REPORTS**

On the following pages, you will find reports on the pedagogical aptitude and scientific capacity, cultural missions, five-year plans, and activities of the Portuguese Society for Education Sciences, among others.

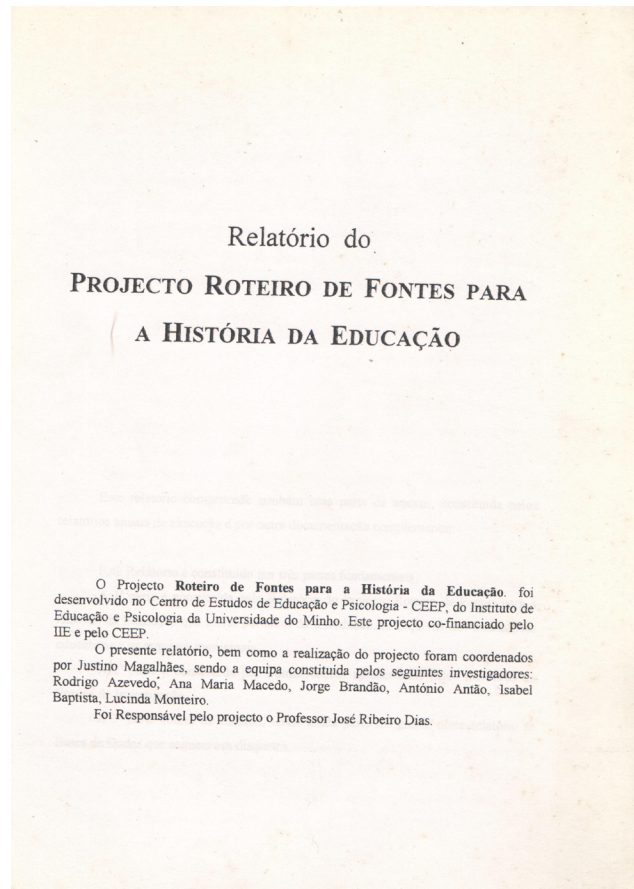
12



12 *Report on the Pedagogical Aptitude and Scientific Capacity Examinations, 1989*

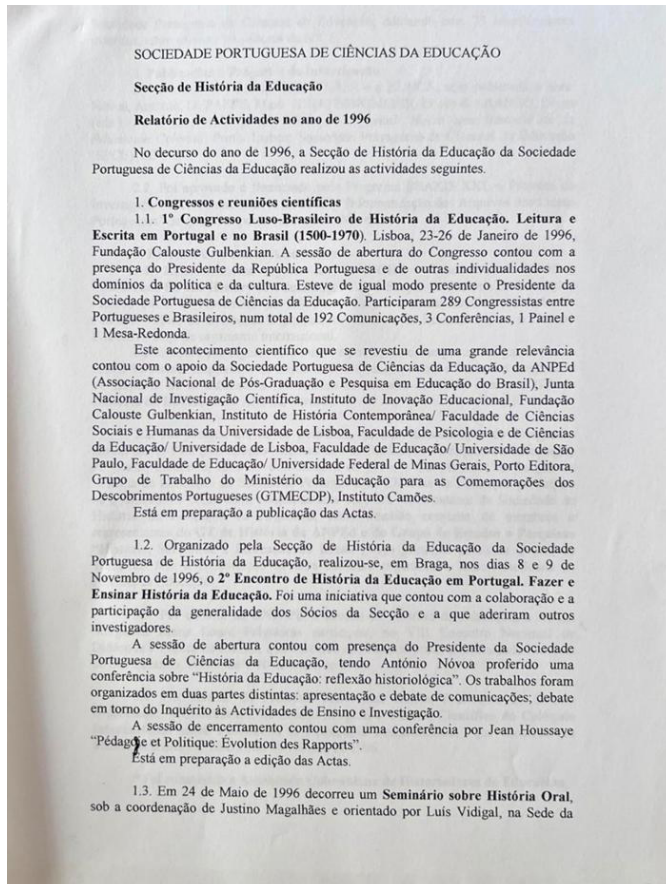
*Image Description: Cover of the report on pedagogical aptitude and scientific capacity examinations. A4 format with black text on a yellowish-white background. The centre of the page contains the title "Public Instruction in Trás-Os-Montes in the late old regime. Contributions to a projection of Pombaline reform in the genesis of the Portuguese educational system." Presented at the University of Minho, Braga in February 1989.*

13



13 *Report of the Project "Roteiro de Fontes para a História da Educação" (Itinerary of Sources for the History of Education), 1994*

*Image Description: Cover of the report for the project "Itinerary of Sources for the History of Education". A4 format with black text on a yellowish-white background. Developed at the Centre for Studies in Education and Psychology of the Institute of Education and Psychology, CEEP, University of Minho, Braga in 1994. The team was composed of the following researchers: Rodrigo Azevedo, Ana Maria Macedo, Jorge Brandão, António Antão, Isabel Baptista, and Lucinda Monteiro. Professor José Ribeiro Dias was responsible for the project*



**14** *Report of Activities of the Portuguese Society for Education Sciences, 1996*

*Descrição da imagem: First page of the report on activities of the Portuguese Society for Education Sciences, History of Education section, with black text on a white background. Among these activities, the organisation of the 1st Luso-Brazilian Congress on the History of Education, Reading, and Writing in Portugal and Brazil (1500-1970) is highlighted, which took place from 23 January to 26, 1996.*

**RELATÓRIO DE UMA "MISSÃO" CULTURAL NO BRASIL**

a convite da Universidade Federal de Rio Grande do Norte - UFRN; da Universidade de S. Paulo - USP; da Universidade Federal de Minas Gerais - UFMG; da Associação Nacional de Pós-Graduação e Pesquisa em Educação - ANPEd

Entre 11 e 28 de Setembro de 1996

**1- Faculdade de Educação da Universidade Federal de Rio Grande do Norte**

Nos dias 12 e 13 de Setembro, integrado no Programa de Pós-Graduação em Educação e no Mestrado em Ciências Sociais, desenvolvi na Faculdade de Educação da UFRN, um Mini-Curso sobre História e Historiografia: Tendências Actuais na Europa - História da Educação e da Alfabetização em Portugal.

O Curso contou com a participação e a presença de mais de duas dezenas de Investigadores e de Professores e desenvolveu-se em três sessões teórico-práticas com a duração global de 10 horas e 30 minutos.

Os temas das sessões foram os seguintes:

- 1 - Historiografia da Educação - Tendências Recentes na Europa e Perspectivas de Investigação;
- 2 - Ler e Escrever no Mundo Rural do Antigo Regime. Um Contributo para a História da Alfabetização e da Escolarização em Portugal;
- 3 - Contributo para a História das Instituições Educativas - entre a Memória e o Arquivo.

Para além de uma exposição teórica e do fornecimento de um texto de suporte, foram apresentados vários estudos de aplicação e desenvolveu-se um amplo

**15** *Report of the Cultural Mission to Brazil, 1996*

*Image Description: First page of the report of the cultural mission carried out at the Federal University of Rio Grande do Norte (UFRN), University of São Paulo (USP), Federal University of Minas Gerais (UFMG), and the National Association of Postgraduate Education and Research (ANPED) from 11 September to 28, 1996. Document with black text on a white background.*

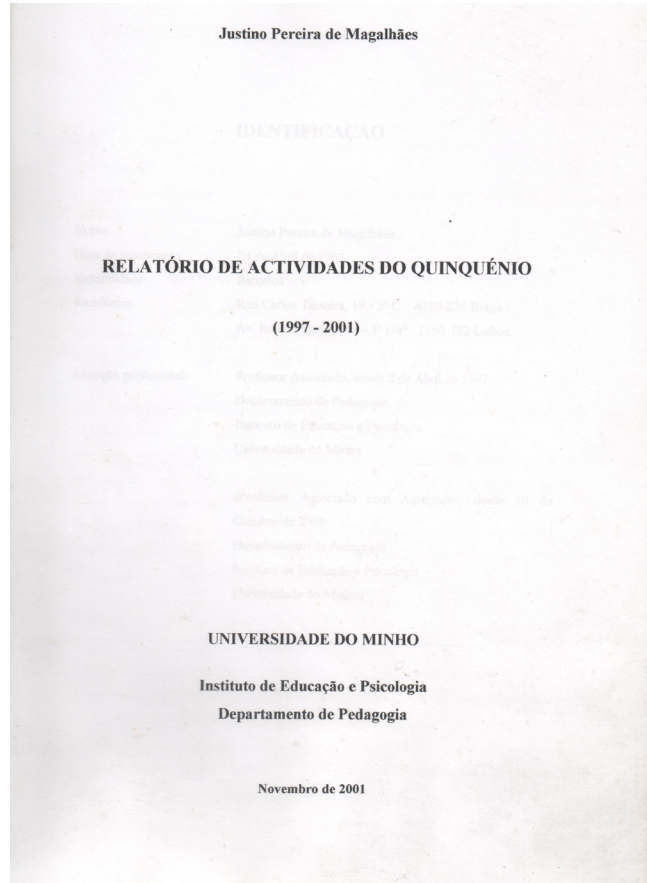


**16**

**16** *Report on the History of Education Course, 2001*

*Image Description: Title page of the report on the History of Education course presented in the competition for Associate Professor of the 2nd Group – Educational Sciences at the Faculty of Psychology and Education Sciences of the University of Lisbon, in 2001. A4 format with black text on a white background.*

17



17 *Quinquennial Activity Report, 1997-2001*

*Image Description: Cover of the quinquennial activity report (1997-2001) presented to the Department of Pedagogy at the Institute of Education and Psychology of the University of Minho in 2001. A4 format, with black text on a white background.*

18



18 *Visiting Professor, 2009*

*Image Description: Certificate of the activities carried out by Justino Magalhães as a Visiting Professor at the Federal University of Uberlândia (UFU), Minas Gerais, Brazil (from 12 August 2009 to 12 September 2009). A4 format, with black text on a yellow background and brown margins. The certificate was signed by Professor Dr. Carlos Henrique de Carvalho, coordinator of the Postgraduate Program in Education.*

**Relatório de Investigador Visitante na Universidade Federal de Minas Gerais (UFMG)**

De 16 de Setembro a 16 de Outubro de 2013

O Programa de Investigador Visitante incidiu fundamentalmente sobre o tema da **Cultura Escrita na transição de Setecentos** e desdobrou-se em três assuntos. I) Intercâmbio científico e académico ao nível dos programas de Pós-Graduação em História da Educação, através da realização de Curso de Pós-Graduação, conferências, aulas e orientações de investigação (doutoramento e pós-doutoramento); II) participação em reuniões de coordenação científica do GCEAP (Grupo de Pesquisa Cultura e Educação na América Portuguesa); III) investigação nos Arquivos de Minas Gerais sobre Cultura Escrita em Língua Portuguesa nos séculos XVIII e XIX. Correlativamente às actividades científica e académica, desenvolvi contactos institucionais junto das Universidades Visitadas. O programa foi apoiado por uma Bolsa da FAPEMIG.

**I) Intercâmbio científico e académico ao nível dos programas de Pós-Graduação em História da Educação.**

**1. Curso de Pós-Graduação Cultura Escrita e Modernização Educativa: História e Historiografia da Educação; a Escrita e a Modernização ocidental; Cultura Escrita e Escolarização**

O curso teve a duração de 15 horas e foi realizado na Faculdade de Educação (FAE) da UFMG. Participaram 19 Doutorandos e Mestrandos de diferentes Universidades. As sessões foram realizadas nos dias 7, 8 e 10 de Outubro de 2013, estando reservadas 3 horas para avaliação, que será realizada a distância.

**2. Conferências**

2.1. "Comparação e Decisão. Para a história da Política Educativa" - conferência realizada na Faculdade de Educação da Universidade Federal de Uberlândia (UFU), em 24 de Setembro de 2013

2.2. "A investigação e a formação avançada em Educação: perspectiva histórico-educacional" – conferência realizada no Programa de Pós-Graduação em Educação e em História da Universidade Estadual de Ponta Grossa, em 3 de Outubro de 2013

2.3. "Escola e modernização (XVIII-XX) – Instituição educativa e perfis letrados" – conferência realizada na Pontifícia Universidade Católica de Minas Gerais (PUC-MINAS), em 11 de Outubro de 2013

2.4. "História e Educação: um binómio de cidadania crítica" – conferência realizada na FAE-UFMG, em 9 de Outubro de 2013

2.5. Não foi possível realizar a Conferência "Escola e modernização (XVIII-XX) – Instituição educativa e perfis letrados" agendada para o final do dia 4 de Outubro na Universidade Federal de Paraná, por motivo de intempérie na cidade de Curitiba e consequente suspensão das actividades académicas.

**19** *Visiting Professor Report, 2013*

*Image Description: The first page of the report as visiting researcher at the Federal University of Minas Gerais (UFMG), Brazil, from September 16, 2013, to 16 October 2013. A4 format, with black text on a white background.*

## **CURRICULAR PLANS**


On the following pages, you will find curricular plans for the undergraduate, master's, and doctoral programs.

**FICHA DE UNIDADE CURRICULAR**  
**2022/2023**

<b>Curso</b> Licenciatura em Educação e Formação
<b>Designação</b> Teoria da Educação e da Formação
<b>Docente(s)</b> (Indicar também qual o docente responsável pela U.C.) Justino Magalhães (Professor Catedrático) – TP1 e TP2
<b>Descrição geral</b> (ECTS, Carga horária, Apoio tutorial, etc.) 5 ECTS = 3 horas x 15 semanas
<b>Objetivos / Competências</b> Esta Unidade Curricular visa dar a conhecer teorias, correntes de pensamento e variações do conceito de educação; a evolução do campo da Educação e da Formação; Ciências da Educação; perspectivas críticas e de inovação em Educação e Formação.  A Unidade Curricular incidirá fundamentalmente sobre epistemologia e evolução da educação; epistemologia e modalidades de formação; teorias, conhecimento e representação da educação; pedagogia: teoria-prática da educação; Ciências da Educação: sistemática, gênese, estatuto. A lecionação visa desenvolver competências instrumentais de leitura e de escrita da Educação e da Formação; análise e síntese; auto-educação e auto-avaliação; colaboração e trabalho em equipa.  Espera-se que os estudantes:  (i) Compreendam e problematizem a educação na sociedade actual. Conheçam teorias, movimentos e autores do campo educacional (educação, pedagogia, formação), em Portugal e no Mundo Ocidental; (ii) Conheçam e reconstituam a sistemática das Ciências da Educação a partir do último quartel do século XIX; (iii) Reconstituam, problematizem, exercitem a complexidade, a conceptualização e configurações discursivas teóricas e de escrita, em contextos de educação e formação;

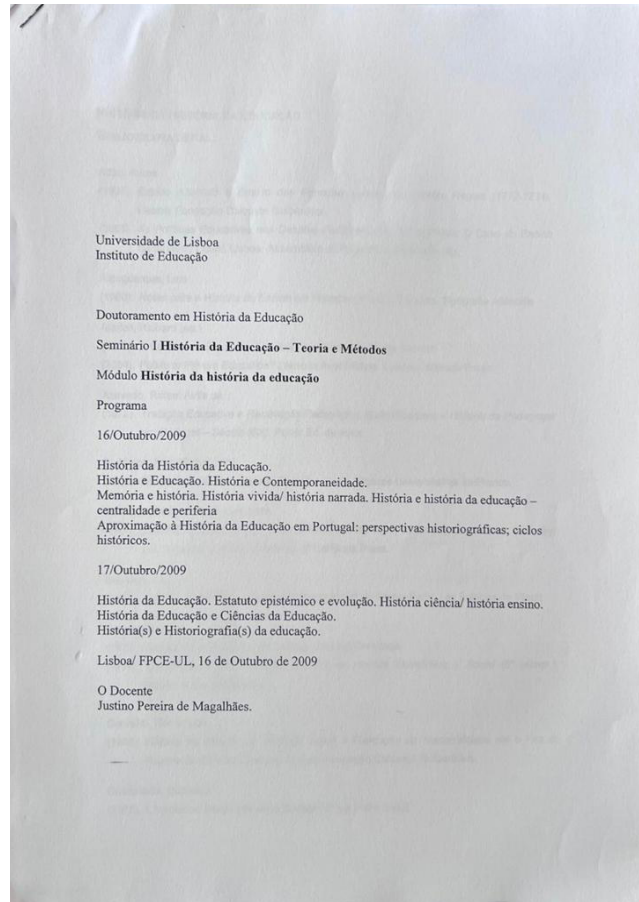
**20** Course Unit Sheet 2022-2023

*Image Description: Course Unit Sheet for “Theory of Education and Training (2020/2023)”, from a bachelor’s degree in education and training, with a general description of the course unit, objectives, and competences, with black text on a white background. At the top, centred, are the logos of the University of Lisbon and the Institute of Education.*

 Instituto de Educação UNIVERSIDADE DE LISBOA	
<b>FICHA DE UNIDADE CURRICULAR</b>	
2010/2011	
<b>Designação</b>	História da Educação I
<b>Docente (s)</b> (Indicar também qual o docente responsável pela U.C.)	Justino Magalhães (Professor Catedrático) Responsável e Coordenador da Unidade Curricular
<b>Creditação (ECTS)</b>	ECTS 4,5
<b>Funcionamento</b>	3 Turmas teórico-práticas
<b>Objectivos</b>	<p>A História da Educação integra o tronco comum da Licenciatura em Ciências da Educação. A leccionação proporciona o conhecimento e a compreensão das questões do passado, com referência e interpretadas a partir da conceptualização, problemáticas e desafios actuais, visa também introduzir uma matriz teórico-prática das Ciências da Educação.</p> <p><i>Competências instrumentais:</i> problematização, análise, síntese; aquisição, aprofundamento, comunicação de conhecimentos gerais e de conhecimentos específicos; selecção, conceptualização, interpretação, processamento da informação e do conhecimento a partir de diferentes fontes e de diferentes representações; pensar a realidade educativa com história.</p> <p><i>Competências interpersonais:</i> atitude crítica e auto-avaliação; relacionamento interpessoal; trabalho interpessoal.</p> <p><i>Competências sistémicas:</i> investigação; diagnóstico; concepção e projecção; trabalho autónomo.</p>
<b>Pré-Requisitos (Precedências)</b>	Não são exigidas precedências*
<b>Conteúdos programáticos</b>	<ol style="list-style-type: none"> <li>História da Educação: conhecimento especializado, discurso genealógico, paradigma educacional.</li> <li>História, tradição e mudança: teoria sumária da educação; educação e instrução; educação e modernidade – uma cronologia plurivectorial; memória, tradição, inovação.</li> <li>Cultura escrita e modernização: alfabetização; educação/ escolarização; institucionalização dos sistemas escolares; mundialização da escola e da pedagogia escolar; a escola e as tecnologias da informação e da comunicação.</li> <li>História do Educacional Escolar Português: estatalização; nacionalização; governamentação; regimentação.</li> <li>Escolarização e Modernização da Sociedade Portuguesa: cultura escolar, representação, mobilização; cultura escolar e sociabilidade; geografia escolar, modernização e aculturação escrita em Portugal.</li> </ol>
Alameda da Universidade 1649-013 Lisboa Portugal	
T. +351 21 794 36 33 F. +351 21 793 34 08	
geral@ie.ul.pt www.ie.ul.pt	

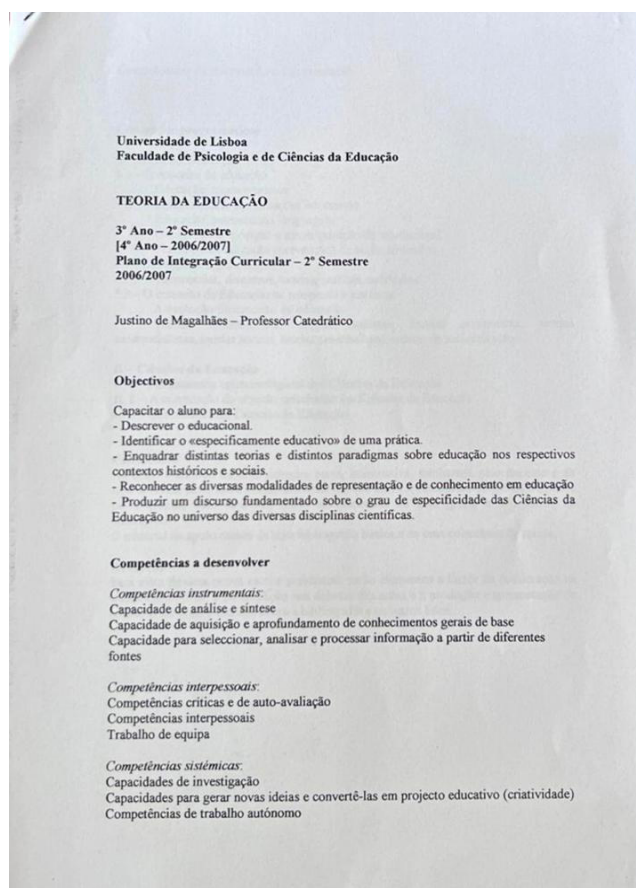
## 21 Course Unit Sheet (2010/2011)

*Image Description: Course Unit Sheet for “History of Education I (2010/2011)”, with the general description, objectives, and competences, with black text on a white background. At the top is the logo of the Institute of Education, and below is the name of the teacher, who was also the coordinator and responsible for the course unit of the bachelor’s degree in education and training at the Institute of Education of the University of Lisbon.*



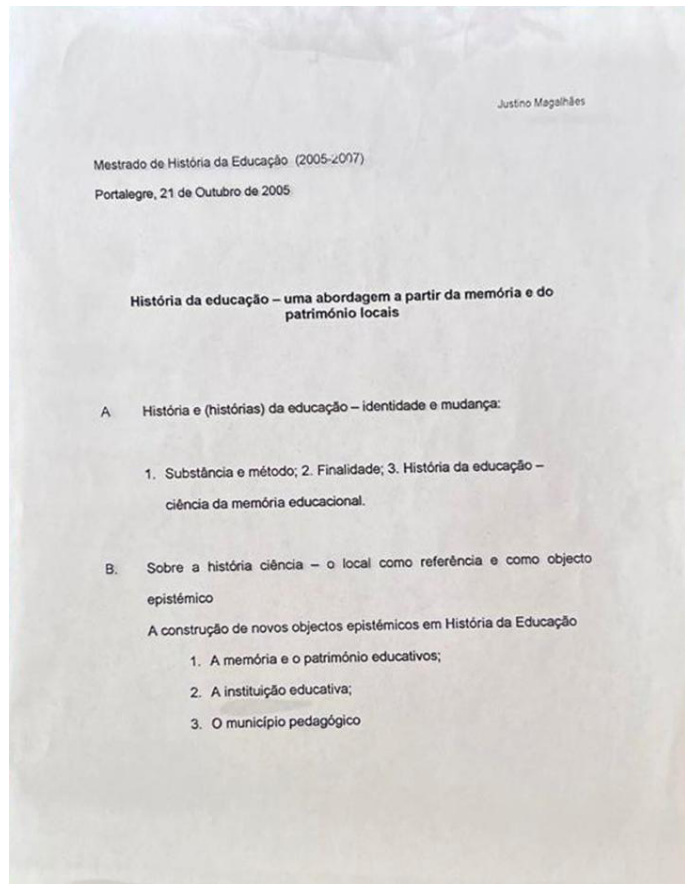
## 22 *Doctoral Seminar (2009)*

*Image Description: Seminar of the doctoral program in the History of Education at the Faculty of Psychology and Education Sciences of the University of Lisbon, titled “History of Education – Theory and Method”, which took place in October 2009. A4 format, with black text on a white background.*



## 23 Curricular Integration Plan (2006-2007)

*Image Description: Curricular Integration Plan for "Theory of Education 2nd Semester (2006-2007)" for a bachelor's degree in education and training at the Faculty of Psychology and Education Sciences of the University of Lisbon. A4 format, with black text on a white background.*



**24** *Curricular Plan for the master's in history of education (2005-2007)*

*Image Description: Curricular Plan for "History of Education – an approach from local memory and heritage", taught in the master's in the history of education at the University of Lisbon, operating at the Portoalegre Higher Education School (2005-2007). A4 format, with black text on a white background.*

## **CEREMONIES AND MEETINGS**

On the following pages, you will find photographs of working meetings with colleagues from Europe and Latin America and ceremonies such as the awarding of honorary titles.

25



25 *Founding Group of the Society for Comparative Research Adhesa Educacioni, 1997*

*Image Description: Colour photograph of a room with brown and white flooring, two tables, and a large door flanked by two columns. In the foreground, 11 professors/researchers from the Founding Group of SPICAE (Societas pro Investigatione Comparata Adhesa Educacioni) gathered in Valladolid in 1997. From left to right, in the 1st row: Gabriela Ossenbach, José María Díaz Hernández, Giovanni Genovesi, Antonio Viñao; in the 2nd row: Michel Soëtard, Agustín Escolano (host), Miguel Beas, Rogério Fernandes; and in the 3rd row: Purificación Lahoz, Clara Revuelta Guerrero, and Justino Magalhães.*



**26**

**26** *Patre-Manes Group, 2008*

*Image Description: Colour photograph depicting 18 people on a green lawn, with trees and a castle in the background. Members of the Patre-Manes Group were gathered in front of the castle during a meeting at the CEINCE (International Centre for School Culture) headquarters in Berlanga del Duero, Spain, in 2008. From left to right: Gabriela Ossenbach (Spain), Honoré Vinck (Belgium), Pablo Colotta (Argentina), Frank Simon (Belgium), Cristina Linares (Argentina), Marc Depaepe (Belgium), Kira Mahamud (Spain), Margarita Hernández-Laille (Spain), Justino Magalhães (Portugal), Teresa Artieda (Argentina), Jorge Conde Calderón (Colombia), Alejandro Tiana (Spain), Agustín Escolano (Spain), Manuel de Puellas (Spain), Purificación Lahoz (Spain), Luis Alarcón Meneses (Colombia), Rubén Cucuzza (Argentina).*

27



**27** *Conferment of the Honorary Doctorate to Professor Agustín Escolano Benito*

*Colour photograph depicting seven people standing in front of the stairs of the main hall of the University of Lisbon's Rectorate. The photograph was taken on the conferment of the Honorary Doctorate to Professor Agustín Escolano Benito on 23 April 2015. From left to right are professors Yovana Hernández-Laina (Spain), Ana Badanelli (Spain), Gabriela Ossenbach (Spain), Agustín Escolano (Spain), Kira Mahamud (Spain), António Nóvoa (Portugal), and Justino Magalhães (Portugal), the proposer of the title.*



28

**28** *Conferment of the Honorary Doctorate to Professor Roger Chartier*

*Image description: Colour photograph where, in the background and to the left, four people are seated, while Professor Justino Magalhães stands at the lectern in the main hall of the University of Lisbon's Rectorate. The photograph was captured during the conferment ceremony of the Honorary Doctorate for Professor Roger Chartier on 10 December 2018. From left to right are professors Miguel Tamen, António Cruz Serra (Rector), Luís Miguel Carvalho, Roger Chartier, and Justino Magalhães, the proposer of the title. In the background, there is an image of the honouree on the projection screen.*

## PUBLICATIONS

On the following pages, organized by thematic lines, we list 21 books. We also list 33 book chapters, 43 articles published since 2010. 25 prefaces/afterwords, reviews and entries are indicated. Previous productions can be found at [curriculum vitae](#).

# History of Education and Schooling. History of Educational Institutions. Epistemology and Theory of Education

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2. Madeira, A. I., Cabeleira, H., Magalhães, J. (Eds.) (2022). "Recovered Memories. (Re)Constructed Identities. Experiences of Schooling, Heritage, and Local Educational Dynamics." Lisbon: Edições Colibri/IE - ULisboa.
3. Oliveira, A. V., Nascimento, N., Magalhães, J. P. de (Eds.) (2020). "Educational and Technological Training. An Analysis of Advances in Environmental Education in Technical, Technological, and Polytechnic Education/Brazil-Portugal." Rio de Janeiro: Autografia Edição e Comunicação Lda.
4. Araújo, A. F., Martins, C., Carvalho, H. M., Serra, J. P.; Magalhães, J. (Eds.) (2018). "Paideia & Humanitas: To Form and Educate Yesterday and Today." Vila Nova de Famalicão: Húmus/Centro de Estudos Clássicos da FL-ULisboa/IE-ULisboa/IE-UMinho.
5. Magalhães, J. (2010). "From the Chair to the Bench. School and Modernization (18th-20th Centuries)." Lisbon: Educa/Research Unit of Educational Sciences.
6. Magalhães, J. (2004). "Weaving Connections. History of Educational Institutions." São Paulo: Editora da Universidade de São Francisco.
7. Veiga, M. A. da; Magalhães, J. (Eds.) (2000). "Tribute to Prof. Dr. José Ribeiro Dias." Braga: University of Minho.

8. Araújo, A. F., Magalhães, J., Araújo, J. M. de (Eds.) (2001). "History, Education, and Imagination." Braga: CEEP-UMinho.
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11. Fernandes, R., Magalhães, J. (Eds.) (1999). "Towards the History of Secondary Education in Portugal." Porto: SPCE.
12. Araújo, A. F., Magalhães, J. (Eds.) (1998). "History, Education, and Utopia." Braga: CEEP-UMinho.
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1. Magalhães, J. (2022). Schools and Modernization in Interior-South Portugal. In Ana Isabel Madeira; Helena Cabeleira; Justino Magalhães (Eds.). Rescued Memories. (Re)constructed Identities. Experiences of Schooling, Heritage, and Local Educational Dynamics (pp. 71-97). Lisbon: Edições Colibri /IE-Ulisboa.
2. Magalhães, J. (2022). School Archives and Museums: Sources of Memory and Historical Education [re-edition]. In Ana Isabel Madeira; Helena Cabeleira; Justino Magalhães (Eds.). (Re)constructed Identities. Experiences of Schooling, Heritage, and Local Educational Dynamics (pp. 341-349). Lisbon: EdiçõesColibri /IE-Ulisboa.
3. Magalhães, J. (Ed.). (2021). Narrating the Future: Memory and Education. In CIHELA Revolution, Modernity, and Memory: Paths of the History of Education (pp. 1161-1175) Lisbon: HISTEDUP/Association for the History of Education of Portugal

5. Magalhães, J. (2018). Revisiting Paideia and Humanitas. In Alberto Filipe Araújo; Custódia Martins; Henrique Miguel Carvalho; José Pedro Serra; Justino Magalhães (Eds.). *Paideia & Humanitas: To Form and Educate Yesterday and Today* (pp. 529-543). Vila Nova de Famalicão: Húmus/Center for Classical Studies of FL-ULisboa/IE-ULisboa/IE-UMinho.
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8. Magalhães, J. (2017). Imaginary and Modern Education. In Jean-Jacques Wunenburger; Alberto Filipe Araújo; Rogério de Almeida (Coords). *The Works of Imagination. Theoretical Approaches and Modelings* (pp. 170-184). João Pessoa: UFPB Publisher.
9. Magalhães, J. (2017). The Jesuits and Education – Brief Note. In Ernesto Candeias Martins (Coord.). *Socio-educational Action of the Jesuits and the College of S. Fiel (Historical Memory)* (pp. 33-46). Lisbon: Cáritas Editorial.
10. Magalhães, J. (2016). Educational Institution and School Profiles (18th-20th century). In Amada de Cássia Campos Reis; Maria do Amparo Borges Ferro; Rosângela Pereira de Sousa (Eds.). *Education in the Loom of History. Memory, Training, and Educational Practices* (pp. 15-24). Jundiaí: Paco Editorial.

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- 11.** Magalhães, J. (2016). School and Modernization (18th-20th century). Educational Institution and Literate Profiles. In Emanuel Oliveira Medeiros (Ed.). *Pluridimensional Training of Educators and Teachers in Educational Intervention Dynamics* (pp. 41-50). Lisbon: Piaget Editions.
- 12.** Magalhães, J. (2015). The Study of Educational Organizations: New Perspectives. In J. Pintassilgo; L. A. Alves (Eds.). *History of Education – Theoretical Foundations and Research Methodologies: Overview of Portuguese Research (2005-2014)* (pp. 11-24). Porto: CITCEM-HISTEDUP-UIDEF.
- 13.** Magalhães, J. (2014). Revisiting Rousseau's Pedagogical Thought: Education in the Contract between State and Society. In Kelly Benoudis Basílio; Leonel Ribeiro dos Santos; Maria João Almeida (Eds.). *Jean-Jacques Rousseau: The Man, the Work, the Thought* (pp. 115-121). Lisbon: Húmus Editions/CEC-Ulisboa.
- 14.** Magalhães, J. (2013). Psychology in Education – Historical Perspective. In Feliciano H. Veiga (Coord.). *Educational Psychology. Theory, Research, and Application. Student Involvement in School* (pp. 41-66). Lisbon: Climpsi Editors.
- 15.** Magalhães, J. (2013). The Faculty of Psychology and Educational Sciences. In Sérgio Campos Matos; Jorge Ramos do Ó (Coords). *University of Lisbon in the 19th and 20th Centuries, Vol. II* (pp. 1087-1105). Lisbon: Tinta da China Editions.
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- 18.** Magalhães, J. (2012). Institutional Cartography and History of Education. In Miguel André Berger (Ed.). *Educational Institutions for the Youth of Sergipe* (pp. 199-208). Maceió/Alagoas: UFAL.
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- 21.** Magalhães, J. (2011). Teaching the History of Education. In Marta Maria Carvalho; Décio Gatti Júnior (Eds.). *Teaching the History of Education* (pp. 175-210). Vitória: EDUFES/Brazilian Society for the History of Education.
- 22.** Magalhães, J. (2011). The Republic and the School Book. In Maria Cândida Proença (Coord.). *Educate. Education for All. Teaching in the First Republic* (pp. 98-111). Lisbon: National Commission for the Commemorations of the Centenary of the Republic – CNCCR.
- 23.** Magalhães, J. (2011). Nationalisms and Iberianism in the Formation of Peninsular Educational Systems. In Margarida Louro Felgueiras; Anton Costa Rico (Ed.). *Exiles and Journeys: Ideals of Freedom and Educational Discourses. Portugal-Spain, 18th-20th centuries* (p. 103-118). Porto: SPCE and CIIE/FPCEUP.

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1. Kassar, M. de C. M., & Magalhães, J. (2023). International Congress on the Pedagogy of the Disabled: Brazil in Pestalozzi's Land. Cadernos de História da Educação, 22(Continua), e158.
2. Magalhães, J. (2022). School Archives and Museums – Sources of Memory and Historical Education. Sensos-E, 9(1), 47–54.
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4. Ávila, V. P. da S. de., & Magalhães, J. (2022). From the District School for Primary Teaching Qualification to the Normal School of Leiria: An Analysis from the School Council Minutes (1899-1919). Cadernos de História da Educação, 21(Continua), e137.
5. Magalhães, V., & Magalhães, J. (2019). Constitution of Childhood in Western Society. Perspectiva, 37(3), 710–727.
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7. Magalhães, J. (2018). Single School and Rural Education under the Estado Novo in Portugal. Historia y Memoria de la Educación, (7), 269–298.
8. Magalhães, J. (2017). School Ritual – Historical-Pedagogical Perspective. Revista HISTEDBR On-Line, 17(3), 714–731.
9. Magalhães, J. (2016). Writing in the Field of Education: The Inquiry on Portuguese Schools (1875). Paedagogica Historica. International Journal of the History of Education, 52(6), 689-703.

10. Magalhães, J. (2016). Educational Modernity: Representation and writings. *Sisyphus – Journal of Education*, Vol 4, Issue 1 : 6-11.
11. Magalhães, J. (2016). Modern School Institution and Educational Writing. *Sisyphus – Journal of Education*, Vol 4, Issue 1 (2016) : 225-256.
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15. Magalhães, J. (2016). Intellectuals and History of Education in Portugal and Brazil. *Cadernos de História da Educação*, 15(1), 299–322.
16. Magalhães, J., Martins, A. A. (2015). The Episcopal Seminary of Conceição (Cuiabá) and the Modern Elites of Mato Grosso. *Revista Eletrônica Documento/Monumento*, 15(1), 134-155.
17. Magalhães, J., & Adão, Áurea. (2015). School Inspection and Pedagogical Writing: The 1875 Inquiry. *Revista Interações*, 11(35).
18. Magalhães, J. (2013). Comparing and Deciding: A Historical Note on Education Policy. *Journal of New Approaches in Educational Research*, 2(2), 88-94.

19. Lima, S. C. F. de., & Magalhães, J. (2013). Presentation - Dossier: The History of Primary Education in Portugal. Thematic-Curricular Variations or Convergences of Perspective? *Educação e Filosofia*, 27(n. ESP), 15–20..
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## History of the Local and Pedagogical Municipality

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3. Adão, A.; Magalhães, J. (Eds.) (2013). History of Municipalities in Education and Culture: Uncertainties of Yesterday, Challenges of Today. Lisbon: IE-ULisbon [ebook].
4. Magalhães, Justino (Ed.) (2001). Guide to Sources for the History of Education. Lisbon: Institute of Educational Innovation.

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2. Magalhães, J. (2020). Education and modernization of the Sertão – municipality, school, city. *Antíteses*, 13(25), 700–721.
3. Gonçalves Neto, W., & Magalhães, J. P. de. (2020). In search of the school building: a contribution to the Local History of Education (parish of S. Vicente de Pereira, Ovar, 1888-1892). *Cadernos de História da Educação*, 19(2), 649–672.
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## History of Written Culture, Literacy, and School Textbooks

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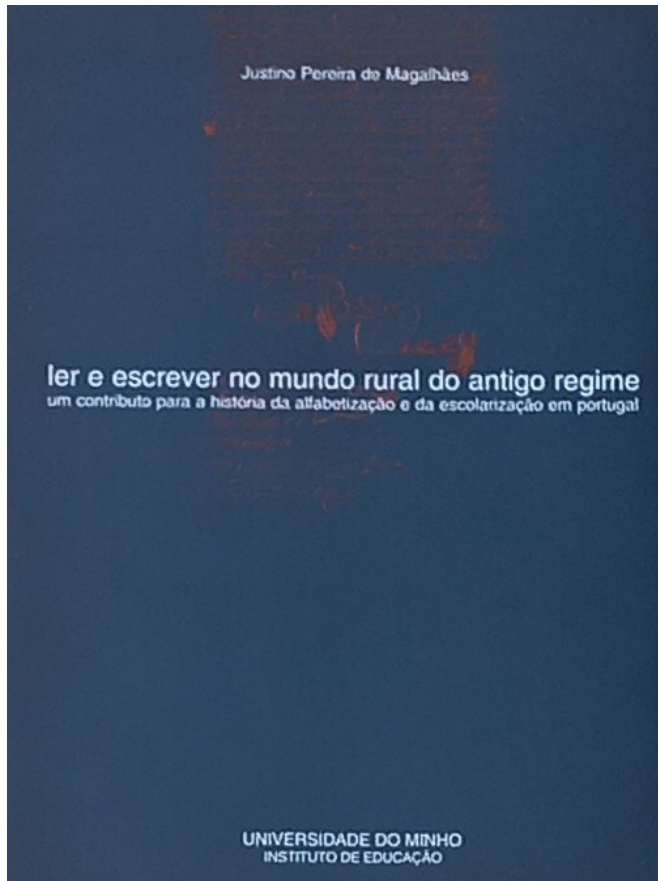
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## Book Covers

### AUTHOR

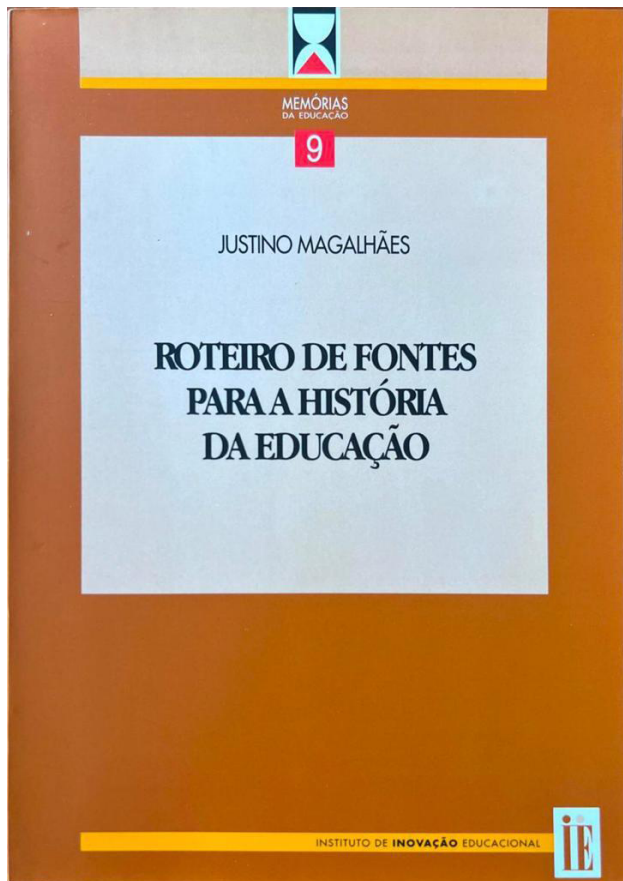


29

- 29** *Reading and Writing in the Rural World of the Old Regime. A Contribution to the History of Literacy and Education in Portugal, 1994*

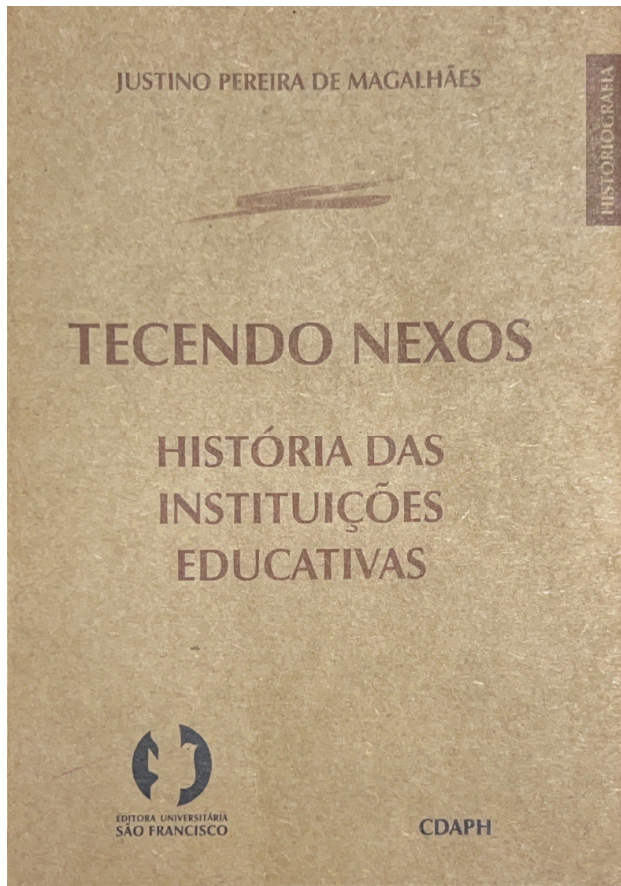
*Image Description: Cover of the book published by the University of Minho in Braga in 1994, featuring white text on a deep blue background. At the top, the author's name stands out, and there is a figure with golden letters in the background. The title is centred.*

30



30 *Guide to Sources for the History of Education, 2001*

*Image Description: Cover of the book published by the Educational Innovation Institute of the Institute of Education at the University of Lisbon, Lisbon, Portugal in 2001. The cover features black text on a white background set against an orange backdrop. At the top, the author's name is prominent, and at the centre, the title is displayed.*

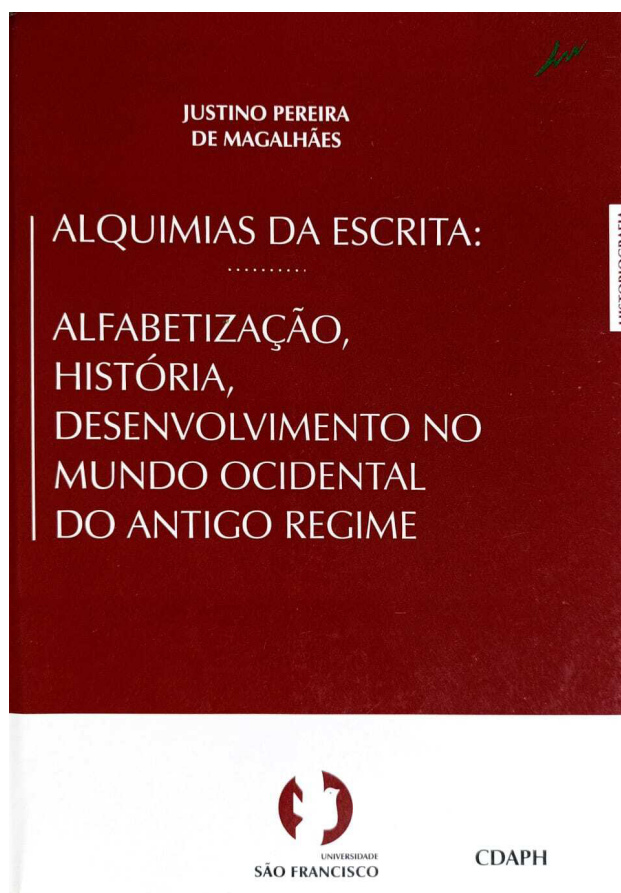


**31**

**31** *Weaving Connections: A History of Educational Institutions, 2004*

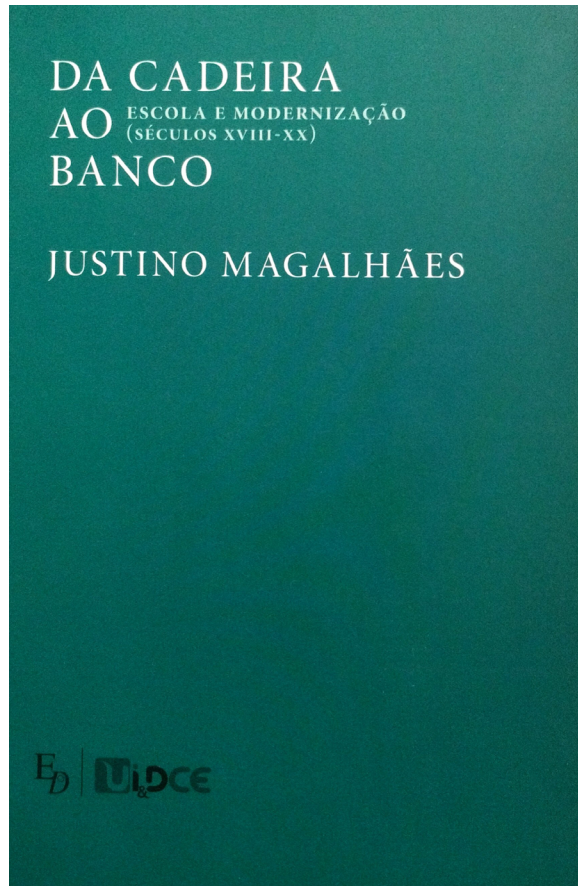
*Image Description: Cover of the book published by the University of São Francisco Press, São Paulo, Brazil, in 2004. The cover features brown text on a beige background. At the top, the author's name is highlighted, and at the centre, the title and subtitle are presented below.*

32



- 32 *Alchemies of Writing: Literacy, History, Development in the Western World of the Old Regime, 2005*

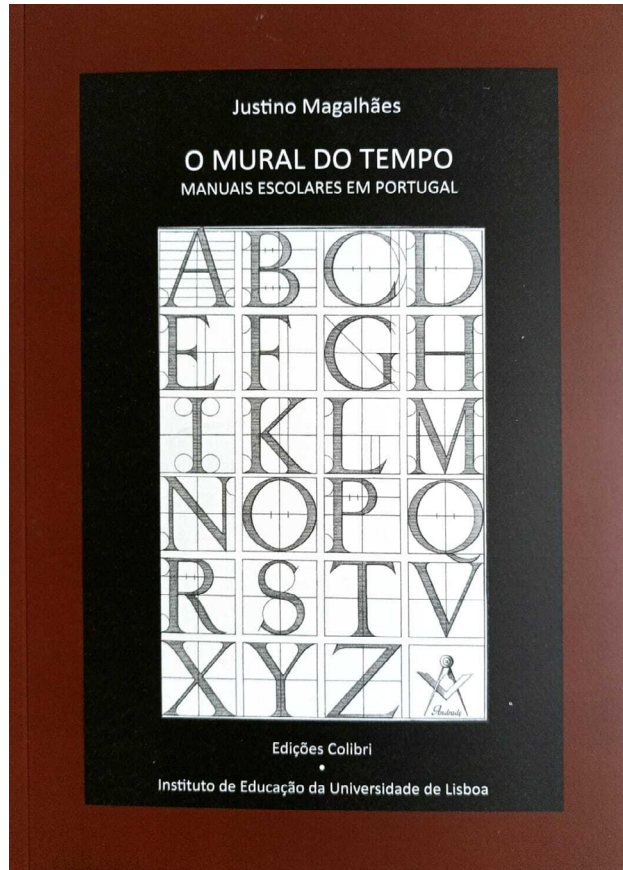
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**33**

- 33** *From the Chair to the Bench: School and Modernization (18th-20th centuries), 2010*

*Image Description: Cover of the book published by the Research and Development Unit of Educational Sciences at the University of Lisbon, Portugal in 2010. The cover features white text on a blue background. At the top, the title and subtitle, along with the author's name, are displayed prominently.*



- 34 *The Mural of Time: School Textbooks in Portugal (18th-20th centuries)*, 2011

*Image Description: Cover of the book published by Colibri Editions of the Institute of Education at the University of Lisbon, Portugal in 2011. The cover features white text on brown, black, and white backgrounds. At the top, the author's name is highlighted, and the title and subtitles are presented below. Between these elements, there are six lines with the alphabet in uppercase letters, in gray on a white background, and inserted into a black background.*



**35** *From the Portugal of Enlightenment to Democratic Portugal: Atlas-Repertoire of Municipalities in Education, 2014*

*Image Description: Cover of the book published by the Institute of Education at the University of Lisbon, Portugal in 2014. The cover features white text on a blue background. In the upper portion, the title is arranged in a blue rectangle, and below it is the author's name. On the left side, from the centre down, a map of Portugal is shown in blue.*

36



36 *On the Route of Education: Epistemology, Theory, History, 2022*

*Image Description: Cover of the book published by Unicamp Publisher, São Paulo, Brazil in 2022. The cover features red text on a beige and brown background. At the top, the title and author's name are highlighted, and below is a photograph of the Model Normal School (Belo Horizonte between 1912 and 1926).*

## ORGANISER

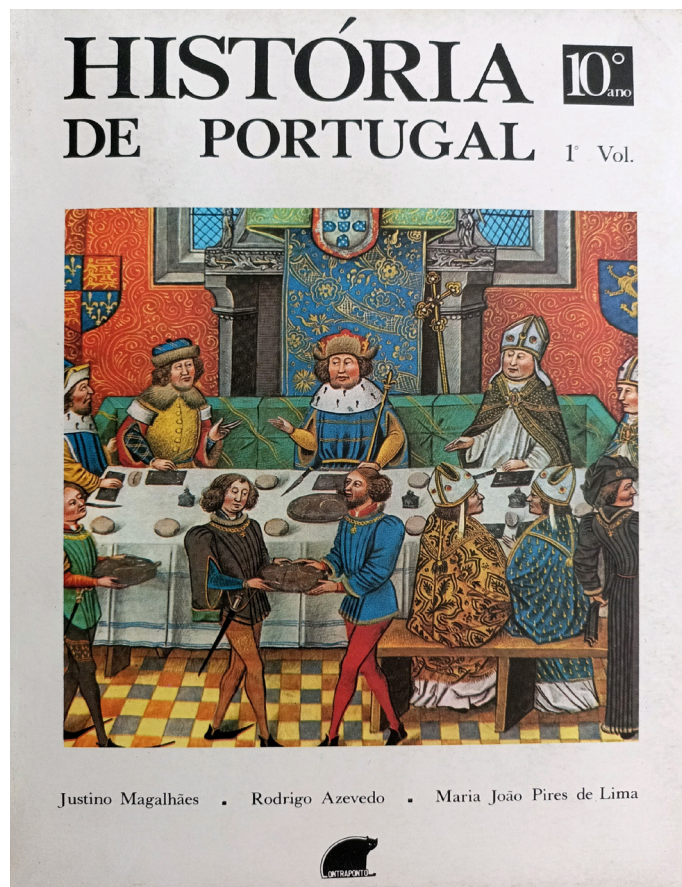


**37**

**37** *History, 10th Grade, 1st Volume, 1982*

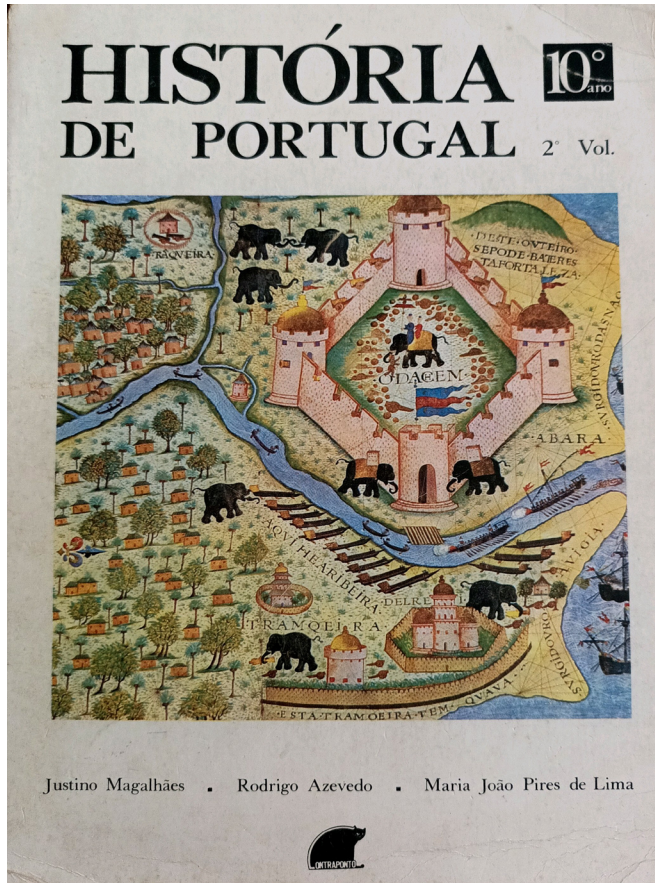
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38



38 *History of Portugal, 10th Grade, 1st Volume, 1984*

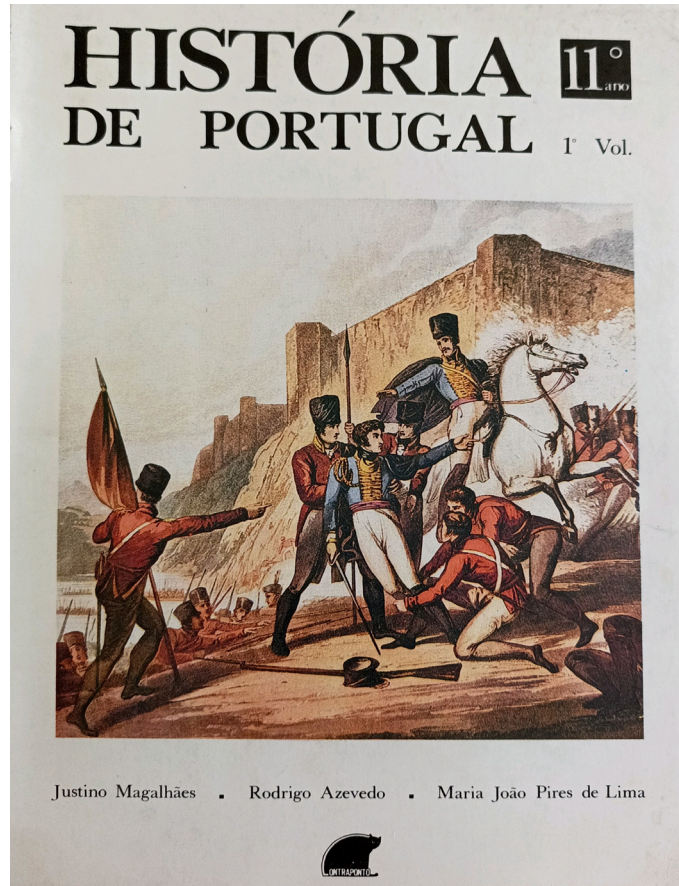
*Image Description: Cover of the book published by Contraponto, Porto, Portugal in 1984. The cover features black text on a grey background. In the centre, there is a painting depicting clergy men on a banquet table. At the bottom, the names of the editors are mentioned: Justino Magalhães, Rodrigo Azevedo, and Maria João Pires de Lima.*



**39** *History of Portugal, 10th Grade, 2nd Volume, 1985*

*Image Description: Cover of the book published by Contraponto, Porto, Portugal in 1985. The cover features black text on a grey background. In the centre, there is a painting of a map with a fort and two elephants at the entrance. Outside the fort, there are many trees and elephants. At the bottom, the names of the editors are presented: Justino Magalhães, Rodrigo Azevedo, and Maria João Pires de Lima.*

40



40 *History of Portugal, 11th Grade, 1st Volume, 1986*

*Image Description: Cover of the book published by Contraponto, Porto, Portugal in 1986. The cover features black text on a grey background, also displaying the publisher's logo. In the centre, there is a painting depicting men at war, with a wall in the background. Below, the names of the editors are mentioned: Justino Magalhães, Rodrigo Azevedo, and Maria João Pires de Lima.*

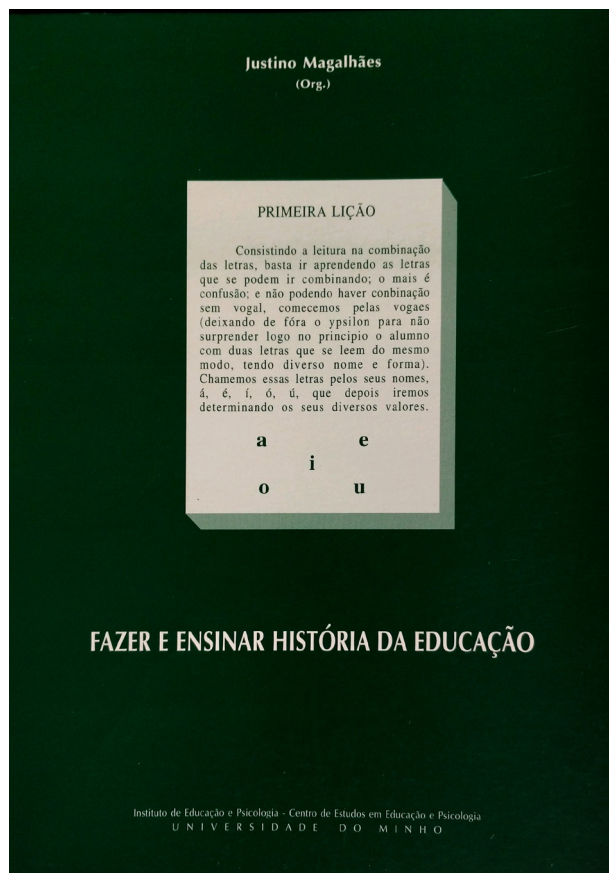


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41 History, 12th Grade, 1st Volume, 1986

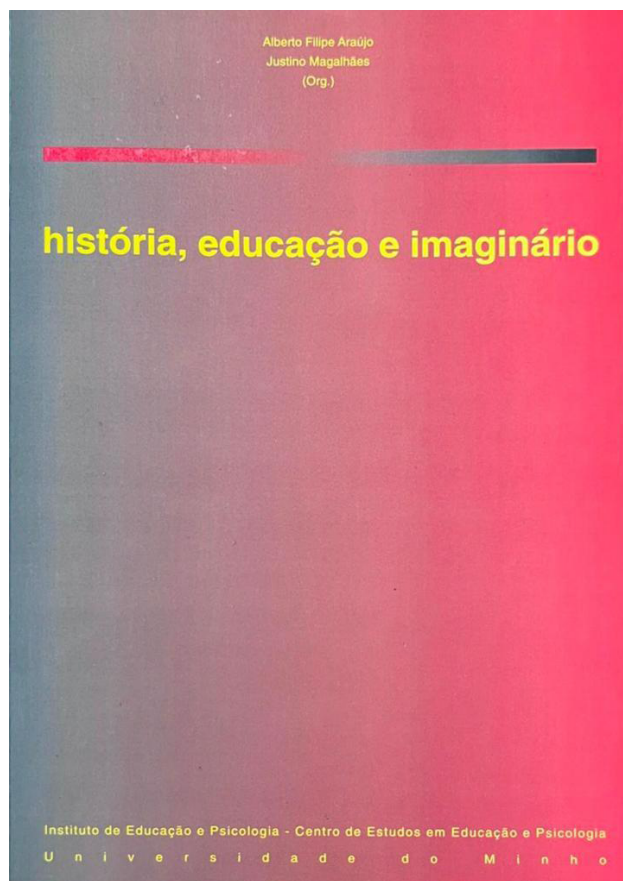
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42



42 *Making and Teaching the History of Education, 1998*

*Image Description: This book was published by the Institute of Education and Psychology and the Centre for Studies in Education and Psychology at the University of Minho, Braga, Portugal, in 1998. The cover features white text on a dark green background. At the top, the editor's name, Justino Magalhães, is highlighted. In the centre is an image resembling a page with a white background, where "Primeira Lição" (First Lesson) is written along with a 12-line text followed by five vowels. The title of the book is presented at the bottom.*

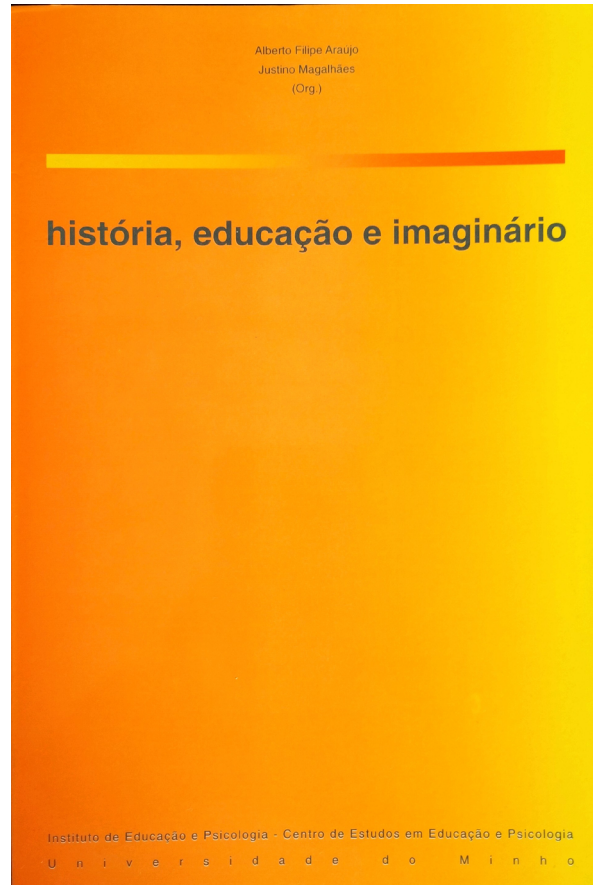


43

43 *History, Education, and Imaginary, 1998*

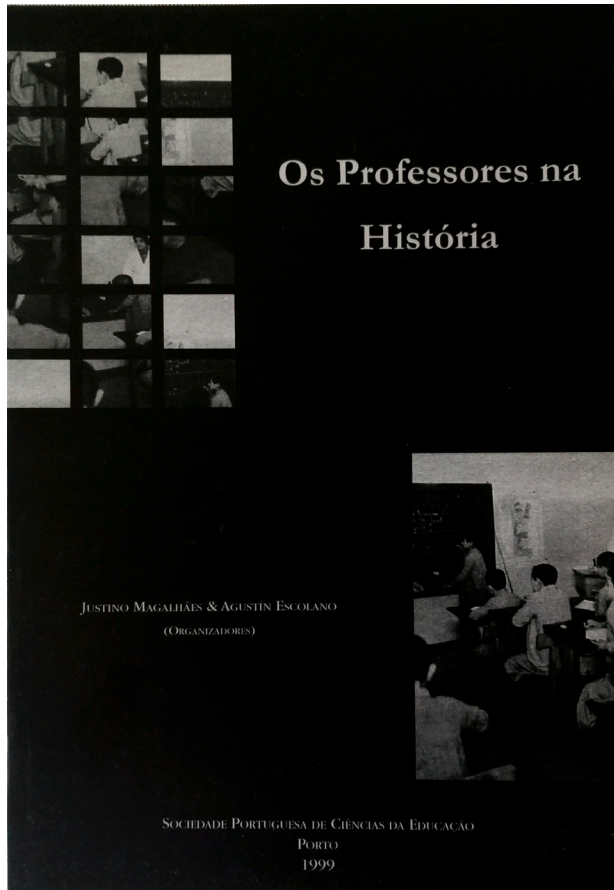
*Image Description: Cover of the book published by the Institute of Education and Psychology - Centre for Studies in Education and Psychology at the University of Minho, Braga, Portugal, in 1998. The cover features yellow text on a pink and blue background. At the top, the names of the editors, Alberto Filipe Araújo and Justino Magalhães, are highlighted, followed by the title.*

44



44 *History, Education, and Imagination, 1999*

*Image Description: Cover of the book published by the Institute of Education and Psychology and the Centre for Studies in Education and Psychology at the University of Minho, Braga, Portugal, in 1999. The cover features black text on a yellow-orange background. At the top, the names of the editors, Alberto Filipe Araújo and Justino Magalhães, are highlighted, followed by a thick line and the title.*

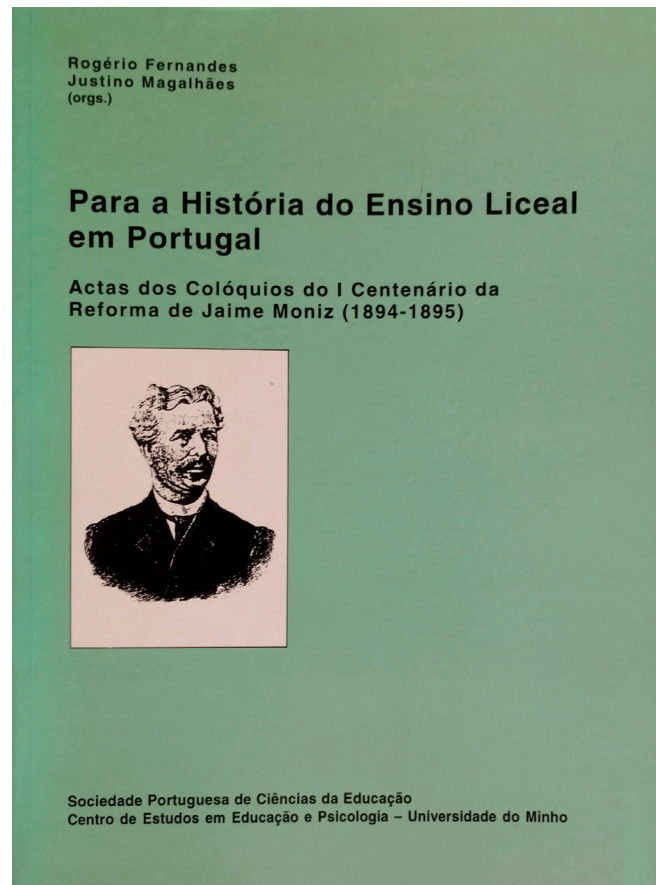


45

45 *Teachers in History, 1999*

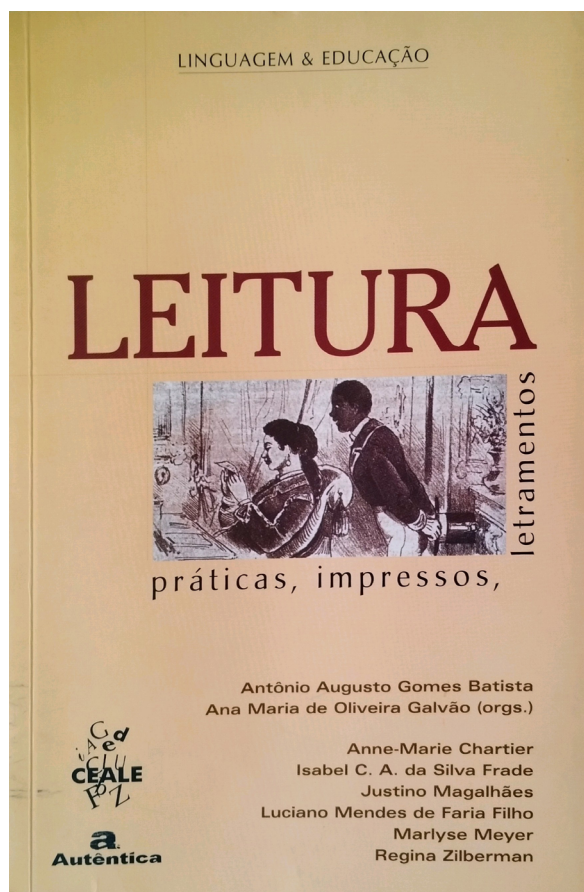
*Image Description: Cover of the book published by the Portuguese Society of Educational Sciences, Porto, Portugal, in 1999. The cover features white text on a black background. Below, on the left side, the names of the editors Justino Magalhães and Agustín Escolano are highlighted. On the right side is a photograph of a classroom in which a teacher is facing the board, and students are seated with their arms on the desks.*

46



46 *For the History of Secondary Education in Portugal, 1999*

*Image Description: Cover of the book published by the Portuguese Society of Educational Sciences and the Centre for Studies in Education and Psychology at the University of Minho, Braga, in 1999. The cover featured black text on a greenish-grey background. At the top, the names of the editors, Rogério Fernandes and Justino Magalhães, are highlighted, followed by the title and the subtitle 'Proceedings of the Colloquia on the First Centenary of Jaime Moniz's Reform (1894-1895).' On the left side, in the centre is a photograph of Jaime Moniz.*

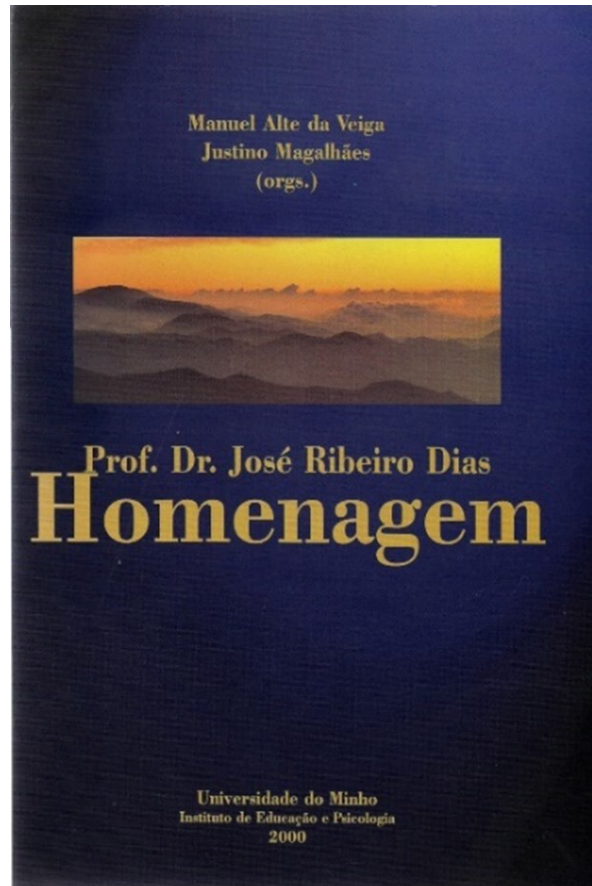


47

47 *Reading, Practices, Printed Materials, Literacies, 1999.*

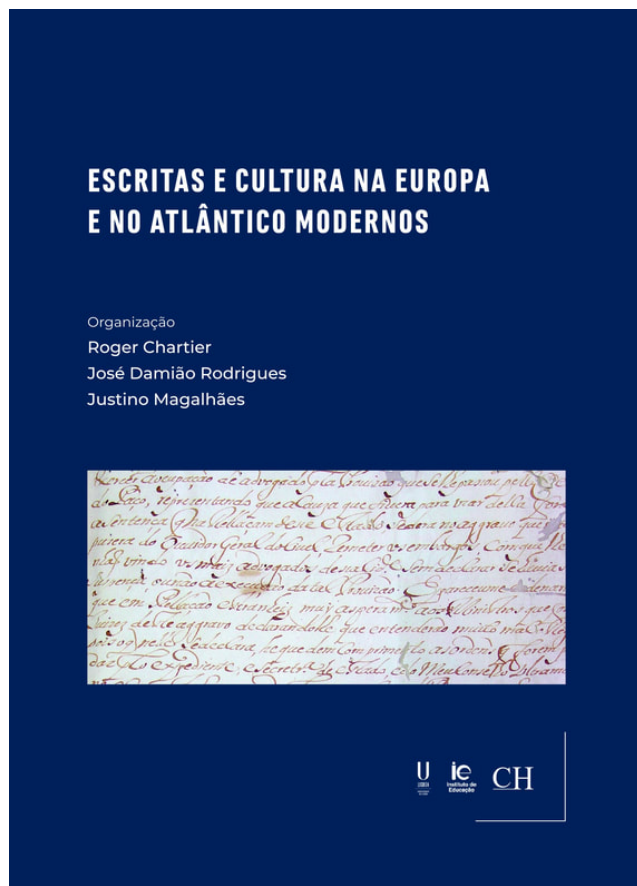
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48



48 *Tribute to Professor José Ribeiro Dias, 2000*

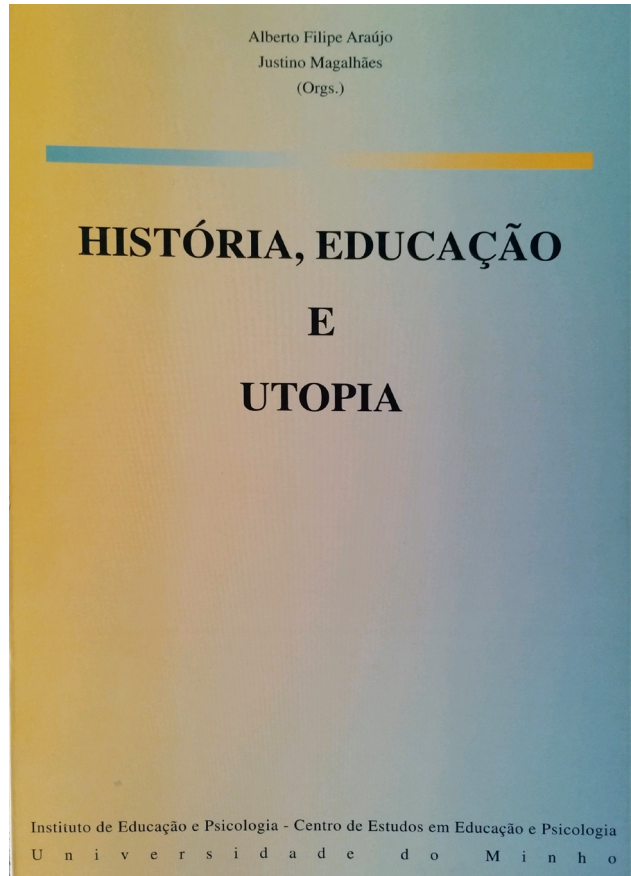
*Image Description: Cover of the book published by the Institute of Education and Psychology at the University of Minho, Braga, Portugal, in 2000. The cover features golden text on a blue background. At the top, the names of the editors, Manuel Alte da Veiga and Justino Magalhães are highlighted, followed by a rectangular photograph of mountains at sunrise.*



**49** *Writings and Culture in Early Modern Europe and the Atlantic, 2000*

*Image Description: Cover of the book published by the Centre for History at the University of Lisbon, Portugal, in 2000. The cover features white text on a blue background. At the top, the names of the editors, Roger Chartier, José Damião, and Justino Magalhães, are highlighted. In the centre, there is an image of a portion of a manuscript, in rectangular format on a white background.*

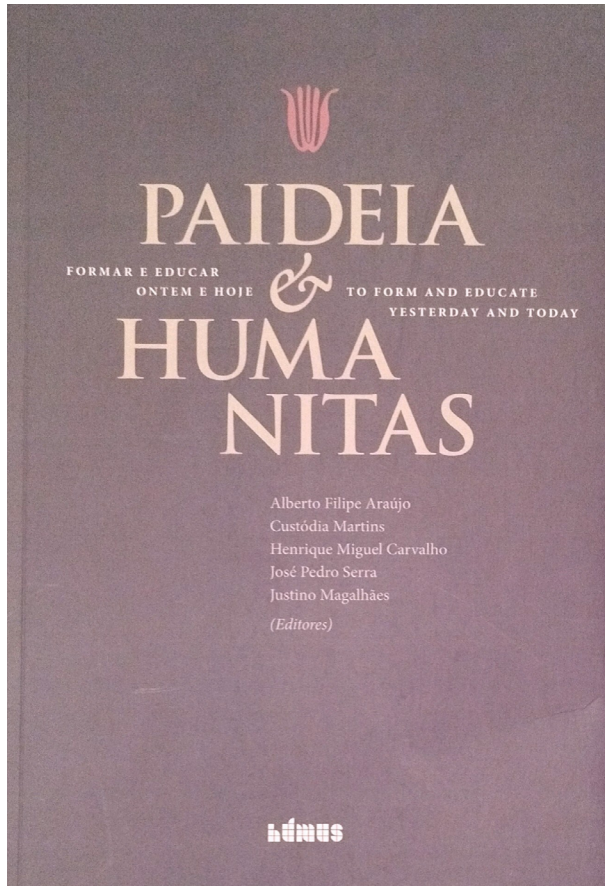
50



50 *History, Education, and Utopia, 2001*

*Image Description: Cover of the book published by the Centre for Studies in Education and Psychology at the University of Minho, Braga, Portugal, in 2001. The cover features black text on a blue and yellow background. At the top, the names of the editors, Alberto Filipe Araújo and Justino Magalhães, are highlighted, followed by a thick line and the title.*

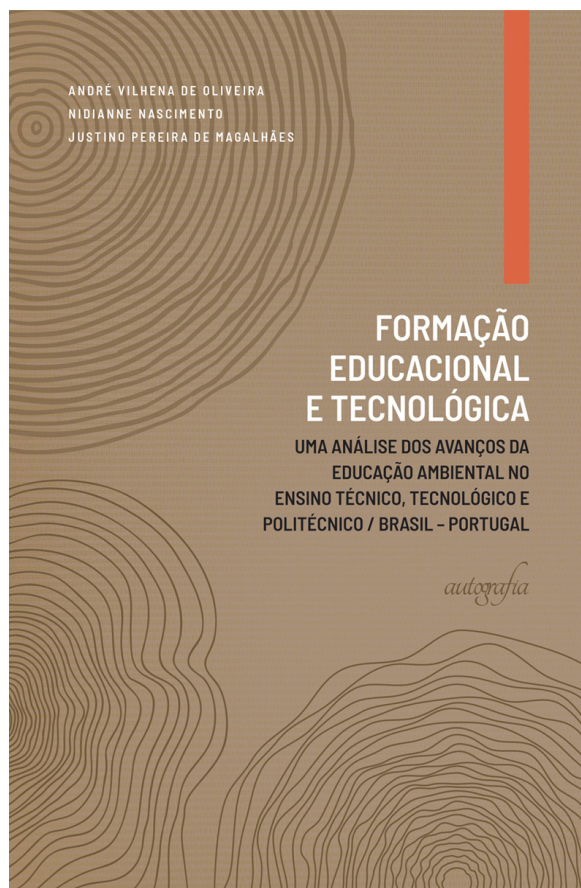
51



51 *Paideia e Humanitas, To Form And Educate Yesterday And Today, 2018*

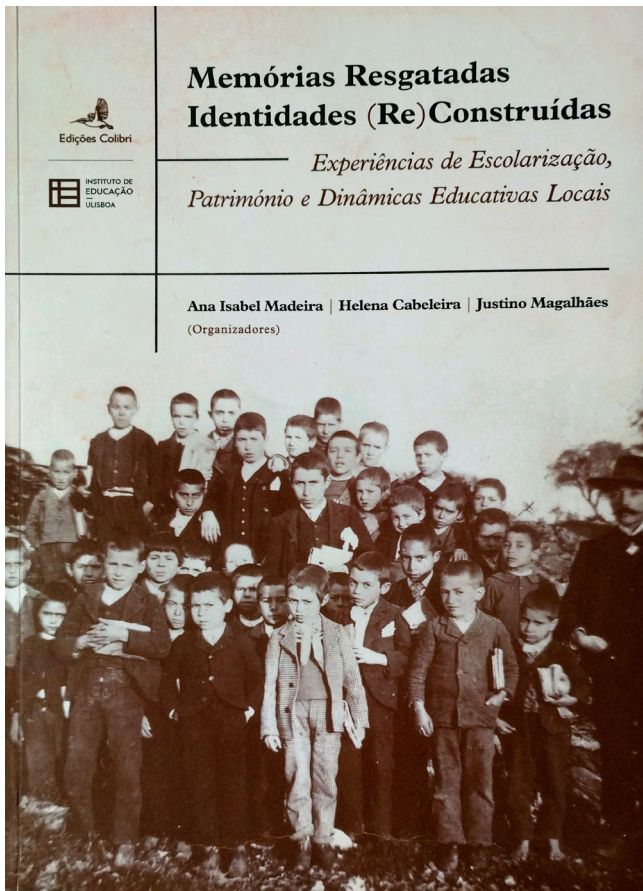
*Image description: Cover of the book, published by Húmus in 2018, with beige text on a gray background. In the center, the title, in capital letters. At the bottom, the names of the editors are mentioned: Alberto Filipe Araújo, Custódia Martins, Henrique Miguel Carvalho, José Pedro Serra and Justino Magalhães.*

52



- 52** *Educational and Technological Training: An Analysis of Advances in Environmental Education in Technical, Technological, and Polytechnic Education/Brazil-Portugal, 2020*

*Image Description: Cover of the book published by Autografia Edição e Comunicação Lda., Rio de Janeiro, Brazil, in 2020. The cover features black and white text on a brown background. At the top, on the left are the names of the editors André Vilhena de Oliveira, Nidianne Nascimento, and Justino Pereira de Magalhães. In the centre, the title and subtitles are highlighted on the right.*



**53** *Recovered Memories, (Re)Constructed Identities: Schooling Experiences, Heritage, and Local Educational Dynamics, 2022*

*Image Description: Cover of the book published by Edições Colibri, Lisbon, Portugal, in 2022. The cover features black text on a white-greyish background. At the top, the names of editors Ana Isabel Madeira, Helena Cabeleira, and Justino Magalhães are mentioned. In the centre is a photograph featuring a class of students aged between 7 and 10, all boys, accompanied by their teacher on the right side. The students are dressed in pants, jackets, and shoes, holding notebooks in their arms or hands. The teacher is wearing black pants, a jacket, and a hat, all of the same colour.*

## ORIENTATIONS

On the following pages we list 27 post-doctoral supervisions, 21 doctoral supervisions and co-supervisions and 19 doctoral internship supervisions carried out between 2001 and 2023. Guidance prior to this period, such as master's supervisions, can be consulted in your [curriculum vitae](#).

## Postdoctoral Research – Supervision

1. 2022 – 2022. Cesar Augusto Castro (Federal University of Maranhão). The circulation and adoption of the Castilho Portuguese Method in Portugal and Brazil.
2. 2020 – 2020. André Vilhena de Oliveira (Federal Institute of Education, Science, and Technology of Amazonas, Brazil). Educational and technological training: an analysis of advances in environmental education in technical/technological/polytechnic education – Brazil/Portugal.
3. 2020 – 2020. Nidianne Nascimento Vilhena (Federal Institute of Education, Science, and Technology of Amazonas, Brazil). Impacts of Industry 4.0 on work organization and its applicability in teaching occupational safety in polytechnic higher education.
4. 2019 – 2019. Samuel Luís Velázquez Castellanos (Federal University of Maranhão). Circulation of civility manuals in nineteenth century Maranhão.
5. 2018 – 2019. Virgínia Pereira da Silva de Ávila (University of Pernambuco, Brazil). Training and professionalization of rural teachers - an analysis of legislative texts in comparative perspective (Brazil and Portugal, 1940 - 1970).
6. 2017 – 2018. Gláucia Maria Costa Trinchão Paulo (State University of Feira de Santana, Brazil). The role of Drawing in franco-luso-brazilian nineteenth-century school education: a matter of (re) social significance?
7. 2017 – 2018. Mônica de Carvalho Magalhães Kassar (Federal University of Mato Grosso do Sul, Brazil). Scientific production related to education for 'abnormal' children: possible sources for Brazilian special education (late 19th and early 20th centuries).

- 8.** 2017 – 2017. Maria Cristina dos Santos Bezerra (Federal University of São Carlos, Brazil). Agents of Rural Education in the Portuguese Estado Novo. [D. Luís de Castro School - Course for Rural Family Education Agents].
- 9.** 2015 – 2021. Antonia Maria Mora Luna (University of Lisbon). Literary education and reading literacy in the south of Europe. Spain, France, Italy, and Portugal: a historical and comparative analysis (1970-2014).
- 10.** 2015 – 2016. Jean Carlo de Carvalho Costa (Federal University of Paraíba, Brazil). Intellectual history, international circulation of ideas, and public space: Portugal and Brazil, institutional dialogues in comparative perspective.
- 11.** 2014 – 2015. Giana Lange Amaral (Federal University of Pelotas, Brazil). School collections: Possibilities for research, teaching, and extension in the field of History of Education.
- 12.** 2014 – 2015. Mauro Castilho Gonçalves (Pontifical Catholic University of São Paulo, Brazil). Lusitanian Integralism, Catholic nationalism, and education: connections between Brazilian and Portuguese intellectuals in the 1920s and 1930s.
- 13.** 2014 – 2015. Raylane Andreza Dias Navarro Barreto (University of Tiradentes, Brazil). The modern Tobias Barreto de Menezes in the Brazilian Empire.
- 14.** 2014 – 2014. Andrea Moreno (Federal University of Minas Gerais, Brazil). A rational and practical method of educating the body: circulation, transformation, and traces of the Swedish gymnastics' method in normal education in Minas Gerais (1890 - 1920).
- 15.** 2013 – 2014. Carmélia Aparecida Miranda (State University of Bahia, Brazil). Quilombola communities in Brazil: History and memory - Trajectory of the Afro-Brazilian population in the microregion of Jacobina (18th/20th centuries).

- 16.** 2012 – 2012. Ada Augusta Celestino Bezerra (University of Tiradentes, Brazil). The rural as a pedagogical object, currentness, representations, and challenges.
- 17.** 2012 – 2012. Sandra Cristina Fagundes de Lima (Federal University of Uberlândia, Brazil). History and practices of rural schools in Portugal: municipalities of Lisbon and Loures (1930 - 1959).
- 18.** 2010 – 2016. Teresa da Fonseca Rosa (University of Lisbon). Jesuit Education in Portugal in the Old Regime: Documents, figures, and institutions (16th to 18th centuries).
- 19.** 2010 – 2011. Natividad Araque Hontangas (Complutense University of Madrid, Spain). History of the teaching of Law.
- 20.** 2010 – 2011. Margaréte May Berkenbrock Rosito (University of São Paulo, Brazil). Paulo Freire and citizenship.
- 21.** 2008 – 2009. Geraldo Inácio Filho (Federal University of Uberlândia, Brazil). Representations of destitute childhood in Portuguese pedagogical press (1910 - 1926).
- 22.** 2008 – 2009. Ana Maria Badanelli (National Distance Education University, Spain). Representations of Portuguese and Spanish textbooks in the time of Franco and Salazar.
- 23.** 2007 – 2008. Carlos Henrique Carvalho (Federal University of Uberlândia, Brazil). Relationship between the State and the Catholic Church in Portugal and Brazil after World War II.
- 24.** 2006 – 2007. Maria Juraci Maia Cavalcanti (Federal University of Ceará, Brazil). History and historiography of education in Portugal and Ceará.
- 25.** 2006 – 2007. Thais Nívia de Lima e Fonseca (Federal University of Minas Gerais, Brazil). Daily strategies and educational practices in the captaincy of Minas Gerais (1750 - 1822).

26. 2005 – 2006. Wenceslau Gonçalves Neto (Federal University of Uberlândia, Brazil). History and historiography of Education.
27. 2001 – 2001. Laerthe Abreu (Federal University of São João del-Rei, Brazil). Epistemology of educational practices.

## PhD - Guidance and Co-guidance

1. 2019 – 2023. Thais Teixeira Moraes (IE- ULisboa, Portugal). Early Childhood Assistance and Education: Santa Casa da Misericórdia de Lisboa.
2. 2018 – 2022. Kadine Teixeira Lucas (IE - ULisboa, Portugal). In search of the Nation between Portugal and Brazil: Cultural mediation and transatlantic sociability in *Arquivo Pittoresco* (1857 - 1868).
3. 2017 – 2021. Isabela Cristina Salgado (IE - ULisboa, Portugal). Preserving memory and seeking new meanings. History of Colégio Notre Dame de Campinas and foundations for a School Memory Centre.
4. 2016 – 2020 (co-guidance). Gisele Belusso (Universidade de Caxias do Sul, Brazil). Farroupilha/RS and Education (1934 - 1948): a Pedagogical Municipality.
5. 2014 – 2019 (co-guidance). Edvaldo Francisco do Nascimento (Federal University of Pernambuco, Brazil). Modernization and school education in Northeast Brazil. The Schools of the São Francisco Hydroelectric Company – CHESF (1949 - 1990).
6. 2014 – 2018 (co-guidance). Ana Luiza Vasconcelos Marques (Federal University of Paraíba, Brazil). “O Almanach tudo desvenda... tudo ensina”: Sociabilities, cultural mediation, and civic-educational elements in Brazil-Portugal prints (1899 - 1903).

- 7.** 2013 – 2017 (coorientação). (co-guidance). Rodrigo Pinto de Andrade (Center for Human Sciences, Letters, and Arts at the State University of Maringá, Brazil). Religion and school education in the colonization of western Paraná: the case of the implementation of Colégio Vicentino Incomar, Toledo (1948 - 1965).
- 8.** 2012 – 2014 (co-guidance). Teresinha de Jesus Araújo Magalhães Nogueira (Federal University of Piauí, Brazil). Confessional institutions in Corrente (PI). History and memory: Educational policies and teacher training.
- 9.** 2012 – 2014 (co-guidance). Fernando Rodrigues de Oliveira (São Paulo State University Júlio de Mesquita Filho – Marília Campus, Brazil). History of the teaching of Children’s Literature in Primary Teacher Training Courses in the State of S. Paulo, Brazil (1947 - 2003).
- 10.** 2011 – 2015. Ernesto Pereira Rodrigues Português (IE - ULisboa, Portugal). Monsenhor Airosa - Pedagogue-entrepreneur. History of Colégio de Regeneração de Braga, 1869 - 1931.
- 11.** 2010 – 2015. Arilson Aparecido Martins (IE-ULisboa, Portugal). The Episcopal Seminary of Conceição in the formation of elites in Mato Grosso – Brazil (1858 -1880).
- 12.** 2010 – 2014. Tatiana Luena Baptista e Sanches (IE - ULisboa, Portugal). The contribution of information literacy to university pedagogy: a challenge for academic libraries.
- 13.** 2009 – 2014 (co-guidance). Margarida Sofia Panarra Inácio Borges Ferreira (IE - ULisboa, Portugal). History of the Philosophy of Education in Portugal. From teaching programs to the disciplinary field (1976 - 2006).
- 14.** 2008 – 2013 (co-guidance). Óscar Manuel Ramos Ferreira (IE-ULisboa, Portugal). History of the School of Nursing (1940-1968): Learning to teach and professionalize.

- 15.** 2008 – 2013. Maria do Céu Garcia dos Reis Loureiro Alves (IE - ULisboa, Portugal). Special Education and school modernization: Historical-pedagogical study of the education of deaf-mute and blind individuals.
- 16.** 2008 – 2011. Rosana Vidigal Santiago Capelle (IE - ULisboa, Portugal). (Dis)continuities and meanings of the educational project of the municipality of Rio Pomba/MG: The process of schooling in analysis (1912 - 1956).
- 17.** 2007 – 2010 (co-guidance). Ana Elisa de Arruda Penteado (State University of Campinas, Brazil). From the educational renewal of Colégio Progresso Campineiro to the genesis of the Community School of Campinas.
- 18.** 2006 – 2010 (co-guidance). Daniel Augusto de Melo Rosa (IE - ULisboa, Portugal). The Masters and the paradigm shift in Technical Professional Education: Contributions of the network of professional technical schools to regional/local development.
- 19.** 2004 – 2008 (co-guidance). Fernando Manuel Seixas Guimarães (IEC - UMinho Minho, Portugal). Botany in Primary and Basic Education textbooks (1st Cycle), in the 20th century in Portugal.
- 20.** 2003 – 2007 (co-guidance). José António Martin Moreno Afonso (IE - UMinho, Portugal). Protestantism and education. History of an alternative pedagogical project in Portugal in the transition from the 19th century.
- 21.** 2003 – 2007 (co-guidance). Maria Eugénia Bandeira de Carvalho e Branco (IE - UMinho, Portugal). João dos Santos. Alliance between mental health and education. A connectivity-centred paradigm focused on the child.

## Doctoral Stages – Guidance

1. 2020 – 2020. Natália Frizzo de Almeida (School of Education, University of São Paulo, Brazil). Subjects and renewal practices at the Colégio de Aplicação of the Faculty of Philosophy, Sciences, and Letters of USP (1957 - 1969) – Integrated Colégio de Aplicação in FFCL - USP, Julieta Ribeiro Collection.
2. 2018 – 2019. Talítha Maria Brandão Gorgulho (Federal University of Minas Gerais, Brazil). Education as inheritance: the “Colonial Elites” in the Captaincy of Minas Gerais in the second half of the 18th century and early 19th century.
3. 2017 – 2018. Edvaldo Francisco do Nascimento (Federal University of Pernambuco). Modernization and school education in Northeast Brazil. The Schools of the São Francisco Hydroelectric Company – CHESF (1949 - 1990).
4. 2017 – 2018. Fernando Ripe (Federal University of Pelotas, Rio Grande do Sul, Brazil). The Constitution of the Child Subject in the Transition of the First Modernity.
5. 2017 – 2017. Rafaela Paiva Costa (Federal University of Minas Gerais, Brazil). Modernism and historical school knowledge in republican Pará (1890 - 1940).
6. 2017 – 2017. Sirleine Brandão de Souza (PUC, São Paulo, Brazil). The concept of disability constructed historically as a fundamental basis for special education.
7. 2017 – 2017. Suze da Silva Sales (Federal University of São Carlos, São Paulo, Brazil). Basic education and Rural Schools: comparative historical aspects.
8. 2015 – 2015. Mónica Moreira Torres (State University of Bahia, Brazil). Professional practice in the geography degree program at UNEB: meanings attributed by students and board coordinators.

- 9.** 2014 – 2015. Livia Santos Brisolla (University of Goiás, Brazil). The didactic book – Production, pedagogical use, commercialization.
- 10.** 2014 – 2015. Valdete Aparecida Veiga de Moraes (Tuiuti University of Paraná, Brazil). A historical-pedagogical analysis of Special Education from an inclusive perspective in Portugal.
- 11.** 2012 – 2013. Fernando Rodrigues de Oliveira (São Paulo State University Júlio de Mesquita Filho – Marília Campus, Brazil). History of the Teaching of Children's Literature in Primary Teacher Training Courses in the State of S. Paulo, Brazil (1947 - 2003).
- 12.** 2012 – 2012. Reginaldo Leandro Plácido (Methodist University of Piracicaba, Brazil). A reading of Colégio Izabella Hendrix in the schooling process in Belo Horizonte in the early 20th century (MG - Brazil).
- 13.** 2011 – 2012. Solyane Silveira Lima (Federal University of Minas Gerais, Brazil). Education for abandoned children and youth: The training of sailor apprentices in Sergipe (1868 - 1931).
- 14.** 2009 – 2009. Cristiano de Jesus Ferronato (Federal University of Paraíba, Brazil). The chairs of secondary education.
- 15.** 2009 – 2009. Ana Cristina Pereira Lage (Federal University of Minas Gerais, Brazil). Female congregations and assistance – The Sisters of Charity.
- 16.** 2008 – 2008. Adalson de Oliveira Nascimento (Federal University of Minas Gerais, Brazil). Military thought and practices in Basic Education in the first half of the 20th century.
- 17.** 2007 – 2008. Luciana Beatriz de Oliveira de Carvalho (State University of Campinas, Brazil). Municipalities and the History of Education.

- 18.** 2007 – 2007. Adriana Pastorello (São Paulo State University Júlio de Mesquita Filho - Marília Campus, Brazil). The press in the teaching of the mother tongue.
  
- 19.** 2000 – 2001. Maria Iole Trindade (Federal University of Rio Grande do Sul, Brazil). The invention of a new order for primers: being maternal, national, and a teacher. Do you want to read?

## **LECTURES, SEMINARS, AND CONFERENCES**

On the following pages you will find 12 lectures broadcasted on the YouTube video platform, interviews in newsletters and periodicals, and a conference, among many others held.

## Videos

1. Magalhães, J. (2023, October 15). Schooling in the Transition from the 18th to the 20th Century: Foundations of a Common Unitary Instruction. Bicentennial Portal, Brazil. [\[Video\]](#). YouTube.
2. Magalhães, J. (2023, February 16). Launch of "On the Path of Education." UNICAMP Publisher, Brazil. [\[Video\]](#). YouTube.
3. Magalhães, J. (2023, March 16). Pombaline Reform of Studies and the Constitution of Modern Society. Pombaline Studies Seminar. Open University, Portugal. [\[Video\]](#). YouTube.
4. Magalhães, J. (2021, November 16). Written Culture in Portugal - Brazil at the end of the Old Regime – empire writings, autographs, sociabilities. Colloquium on Culture and Education in the Iberian World. University of Londria – UEL, Brazil. [\[Video\]](#). YouTube.
5. Magalhães, J. (2021, March 12). History of Educational Institutions – Resuming and Weaving Connections. Federal Institute of Rio Grande do Norte – IFRN, Brazil. [\[Video\]](#). YouTube.
6. Magalhães, J. (2021, September 20). School Memories and History of Institutions – weaving connections/ seeking meaning. Federal University of Grande Dourado – UFGD, Brazil. [\[Video\]](#). YouTube.
7. Magalhães, J. (2020, November 27). Writing and Production of History. Note on representation and meaning in the writing of colonial Brazil. Federal University of Minas Gerais – UFMG, Brazil. [\[Video\]](#). YouTube.
8. Magalhães, J. (2019, November 11). Seminar on Education: History, Politics, Society. Pontifical Catholic University of São Paulo – PUC / SP, Brazil. [\[Video\]](#). YouTube.

9. Magalhães, J. (2018, February 20). Meeting with the Research Group on Intellectuals and Education Institutions. Pontifical Catholic University of São Paulo – PUC / SP, Brazil. [\[Video\]](#). YouTube.
10. Magalhães, J. (2018, August 12). Neo-Realism and Pedagogy: educating, humanizing, transforming. Colloquium on Society and Education in the Times of Neo-Realism. Museum of Neo-Realism, Vila Franca de Xira, Portugal. [\[Video\]](#). YouTube.
11. Magalhães, J. (2015, May 20). 5th Cycle of Seminars in Administration, Supervision, and School Organization. Portuguese Catholic University – UCP. Portugal. [\[Video\]](#). YouTube.
12. Magalhães, J. (2013, July 16). *1st International Congress Student Engagement in School. Engagement in School: Instruction and Coexistence. University of Lisbon, Portugal.* [\[Video\]](#). YouTube

## Interviews in Journals

1. Ávila, V. P. da S. de., & Santana Ziegler, S. S. (2023). Balance of a life dedicated to history and education. Brazilian Journal of History of Education, 23(1), e293.
2. Belusso, G., & Luchese, T. Â. (2020). Interview with Professor Justino Magalhães: Municipalities in education in focus. History of Education, 24, e96723.
3. Pinheiro, A. C. F., Cury, C. E., & Ferronato, C. (2010). Reading Classical Historiography for the History of Education. Interview with Justino Pereira de Magalhães. Sæculum – Journal of History, (22).

# Interviews

Entrevista / Justino Magalhães

## “A escola deve assumir o papel de instituição-referência”

Ana Rita Araújo



**C**atedrático da Faculdade de Psicologia e de Ciências da Educação da Universidade de Lisboa, o professor Justino Magalhães permanece na UFMG, como professor-visitante, durante o mês de agosto. Além de desenvolver trabalhos conjuntos com pesquisadores mineiros sobre seu principal foco de estudo – a história da cultura escrita e dos sistemas escolares – Magalhães trouxe a alunos de programas de pós-graduação o debate sobre o processo de escolarização das sociedades portuguesa e brasileira e assinou convênio de cooperação entre sua Universidade e a UFMG.

Integrante da comissão que trabalha pela aplicação da Convenção de Bolonha – que tem como meta a unificação progressiva dos currículos europeus –, o pesquisador português afirma, em entrevista ao BOLETIM, que considera “possível e desejável” uma unificação de currículos na América Latina.

Qual o tema do mini-curso que o senhor está ministrando na UFMG?

Ele é uma síntese sobre a formação histórica dos sistemas escolares e a mundialização do modelo educativo centrado na escola. Nos últimos dois séculos, as sociedades encontraram na escola uma estrutura que responde a desafios análogos em todo o mundo.

Este é seu principal foco de atuação?

Na verdade não. Preocupo-me em entender a cultura escrita, no quadro mais vasto da modernização, onde a cultura escolar é uma das dimensões. A cultura escrita é o meu maior desafio. Em todo caso, esta análise etno-escolar da educação impõe-se pela centralidade que o modelo escolar assumiu, tornando-se dominante. Compreender o fenómeno da escola e sua evolução histórica tornou-se quase inevitável. A escola afeta toda a existência das pessoas – da infância à morte.

Neste contexto como o senhor vê a ideia de escola em tempo integral?

É um processo que deve ser muito articulado com as dinâmicas territoriais e sócio-comunitárias em que a criança está inserida. O modelo escolar desenvolveu-se muito focalizado na instrução, no rigo-

roso trânsito da informação, a partir de uma gramática correta, de uma conceitualização vigiada pelos manuais, pelos programas e pela ciência. Mas há dimensões educacionais da criança, do adolescente ou do adulto, que jamais poderão ser cumpridas a partir do modelo escolar. Isto não impede que se repense a escola na sua integração sócio-comunitária e que ela assuma mais responsabilidades na agenda integral da educação da criança. Além de instruir, a escola pode ordenar a educação para outros espaços, junto de outros agentes e vivências educacionais. Essencialmente a escola terá que assumir essa centralidade educativa, mas deve diversificar sua prática, permitindo que a criança reorganize sua vida a partir de outros grupos de referência. A criança nunca deverá, por exemplo, sair da escola para visitar museus, ou para frequentar um curso de natação envolvida com a sua turma.

Por que é preciso organizar outros grupos para novas tarefas?

A criança precisa de uma entidade que confira congruência ao seu processo de crescimento. E esta congruência será mais rica se tiver oportunidades diversificadas do ponto de vista espacial, sócio-cultural e da sua própria experiência de vida. Se uma criança ocupa na sala de aula determinada posição grupal, às vezes até com alguma dificuldade de aprendizagem, nada impede que ela assuma uma liderança na piscina, resgatando um papel grupal que estava comprometido. A escola deve ser chamada a esse desafio de agendamento da educação, a assumir o papel de instituição-referência. Parece-me que aí poderemos avançar, e assim a ideia de tempo integral será interessante, rica e inovadora. Mas, por outro lado, será uma experiência empobrecedora se criarmos apenas sucursais da escola, obrigando as crianças a permanecerem ali apenas para fazer tarefas eminentemente escolares.

O processo de unificação de currículos na Europa não prejudica as culturas e especificidades locais?

A história do sistema educativo mostra que as universidades nunca foram

muito acantonadas nas culturas locais. A Universidade sempre trabalhou os seus currículos não propriamente a partir dos seus alunos, das regiões onde se inserem, ou do mercado de trabalho e das economias locais. Esta é a grande crítica que as universidades precisam enfrentar, porque foi assim que elas sempre trabalharam. Nesse sentido, não há grande perigo de a unificação curricular afetar as culturas locais. Em todo caso, a convenção de Bolonha tem algumas sutilezas, porque não unifica a substância dos currículos, mas critérios de desempenho e de aquisição de conhecimento. Assim, uma equivalência de grau não atesta que o aluno tenha cursado exatamente as mesmas matérias numa universidade ou em outra. Foram criadas unidades de crédito, medidas de referência convencionadas, com base nas quais se pode, a partir de agora, aferir o trabalho dos estudantes e conferir equivalências entre diplomas e universidades.

Sera possível transpor a ideia de unificação de currículos para o Cone Sul ou para a América Latina?

Acho que é possível, porque a economia, os sistemas de produção e de informática e os desafios são praticamente idênticos. Os estudantes ganham muito quando mergulham em outras culturas universitárias. No sistema de globalização em que estamos envolvidos, é possível – e cada vez mais necessário – abrir e criar parâmetros que permitam a circulação de pessoas, porque a resposta aos desafios locais terá de ser cada vez mais definida em função de referências externas.

Magalhães: escola afeta toda a existência humana

Boletim UFMG

6 21.8.2006

## 54 Interview Bulletin of the Federal University of Minas Gerais (2006)

Image Description: Interview published in the Bulletin of the Federal University of Minas Gerais, Brazil on 21 August 2006. Newspaper page with black text on a white background divided into three columns. The title and subtitle are located on the left in smaller letters, while on the right, there is a prominent photograph of Professor Justino Magalhães.

## Conferences

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### 55 Certificate - I Brazilian Congress of Literacy CONBAIf (2013)

*Image Description: Certificate of Participation in the Conference of the I Brazilian Literacy Congress (CONBAIf), held in Belo Horizonte, Minas Gerais, Brazil, on July 10, 2013. Rectangular format with black text on a yellow background, highlighting Professor Justino's participation. At the bottom, on the left, is the signature of Maria Mortatti, and on the right, is the signature of Isabel Frade, both general coordinators of CONBAIf.*

## **CHILDHOOD, TRAVELS, FAMILY, FRIENDS**

On the following pages, you will find photographic records of the personal, family, social, and professional life of Professor Justino Magalhães. These images include moments from childhood, gatherings with colleagues and friends, his wife Violante, children, stepchildren, and grandchildren, shots from his office, and his final public appearance before retirement.

56



56 *Justino at 11 years old, 1964*

*Image Description: A beige photograph, measuring 7 cm in length and 4 cm in width, depicts Justino as a young boy with meticulously styled hair and honey-coloured eyes displaying a gentle smile. He is dressed in a jacket, knit vest, and tie. The image was captured in 1964 in Braga, when Justino began his journey at the seminary, at the age of 11. During this phase, after completing the basic school, despite securing spots at the Lyceum and technical school, he chose to enter the carmelite seminary.*



57

57 *Justino and siblings, Braga, 1965*

*Image Description: Black and white photograph, in a rectangular format, features Justino along with eight of his ten siblings, standing in front of an imposing door. As the eldest and tallest, Justino is wearing pants and a dark coat. To his right, in the following order, are: António, Domingos, Luís, Xavier, Luísa, João, Eduardo, and Fernando.*

58



58 *Christ the Redeemer Statue, 1994*

*Image Description: Colour photograph capturing Justino positioned in the middle of the staircase, specifically on the fourth step from the top, facing away from the Christ the Redeemer statue in Rio de Janeiro, Brazil. Justino wears glasses, a dark coat, and light-coloured pants with his hands crossed over his chest.*

**59**



**59** *Justino and Ribeiro Dias in Rio de Janeiro, Brazil, 1994*

*Image Description: Colour photograph of Justino and Ribeiro Dias on the sidewalk of a beach in Rio de Janeiro, Brazil. Justino, wearing glasses, a dark coat, and greyish pants, has crossed arms. Ribeiro Dias is dressed in a short-sleeved shirt and beige pants, holding a coat with one hand, and resting the other on his waist.*

60



60 Natal, 1996

*Image Description: Colour photograph featuring Justino prominently, with his arms resting on a wall, contemplating the sea in Natal, Rio Grande do Norte, Brazil. With dark hair and moustache, Justino wears glasses and a navy blue, short-sleeved shirt. He holds a cap on one hand, completing his relaxed look.*



**61**

**61** *Justino, Violante and Pere Solà, 2001*

*Image Description: Colour photograph featuring Justino, Violante, and Professor Pere Solà, situated on a hill with the city in the background, in Montserrat, Barcelona, Spain. Justino is dressed in a white short-sleeved shirt and blue pants, wearing glasses, with one hand in his pocket and the other on Violante's shoulder. Violante wears a white shirt and a knee-length blue skirt. Pere Solà is in a short-sleeved blue shirt, black pants, with one hand in his pocket.*



**62** *Justino and Violante, 2002*

*Image Description: Colour photograph of Justino and Violante in the garden of Versailles, Paris, in front of the Temple of Love. Justino, with glasses and a moustache, wears grey pants and a navy-blue shirt, holding an object with his right hand and embracing Violante with his left, both with radiant smiles. Violante wears light blue pants and a bag hanging around her neck. The photograph was taken in 2002 during one of Justino's research visits to the INRP with the participation of Professor Anne Marie Chartier. On this occasion, Justino also collaborated with professors Roger Chartier, Alain Chopin, and Dominique Juliá.*



63

63 *Justino and friends, Lisbon, 2004*

*Image Description: Colour photograph depicting Justino, Violante, Marta, and Jorge standing in front of a wooden bookshelf adorned with books and objects. Justino is wearing a black suit, a white shirt, and a blue tie, along with glasses and a dark moustache. Violante is in a white blouse, adorned with a necklace, and has well-coiffed hair. Jorge, the tallest, wears glasses with white hair and a beard, a white shirt, and a blue tie. Marta, with short light brown hair, is dressed in shades of blue and grey, holding a glass. The emphasis is on the relationship between Justino and Jorge in Technical Education (1977-1978) and the academic connection between Marta and Violante in master's literature. This photo was taken in Lisbon in 2004.*

**64**



**64** *Athens, Greece, 2004*

*Image Description: Colour photograph with Justino in the foreground, in profile, with a background that includes an archaeological site, trees, and city. Wearing glasses, moustache, and dark hair, he is dressed in a white shirt with a blue collar.*



65

65 *Justino and Matilde Rosa Araújo, Lisbon, 2009*

*Image Description: Colour photograph featuring Justino and Matilde Rosa Lopes de Araújo, a Portuguese writer and educator specialising in children's literature and a family friend. He stands beside her, holding her hand, wearing glasses, a moustache, dark hair, a black coat, a green knit sweater, a white shirt, and a scarf around his neck. She wears a light brown coat over a green ensemble with white hair, painted lips, and a smile.*

**66**



**66** *Joana, daughter, Stockholm, 2022*

*Image Description: A color photograph highlighting Joana, daughter of Justino. Joana has light brown hair that reaches beyond her shoulders. She has light eyes and is wearing a pink coat with a navy-blue collar, displaying a slight smile. In the background of the image, cobblestone walkways crossing grassy areas, a river, and the Riddarholmen Church located in Stockholm, Sweden, can be seen.*



**67**

**67** *Nuno, son, 2023*

*Image Description: Colour photograph featuring the face of Nuno, Justino's son. He has light brown hair, green eyes, a brown moustache, and a greyish beard, dressed in a light green t-shirt.*

68



68 João, stepson, Lisbon, 2023

*Image Description: Colour photograph of João, Justino's stepson, with his children Bernardo and Biana. The children are smiling and seated on their father's lap at the table in Justino's residence. The background includes an armchair, bookshelf with books, and paintings on the wall. On the right side is a bookshelf with books and objects. João, who wears glasses, has very short hair and a dark beard and moustache. Bernardo has short hair and wears a black t-shirt with white drawings, whereas Biana, with dark curly hair and a pink headband, wears a pink blouse and a black and red skirt. The photograph was taken on 12 September 2023 during Joana's birthday celebrations.*



**69**

**69** *Pedro, stepson, Lisbon, 2023*

*Image Description: Colour photograph of Pedro, Justino's stepson and Violante's son. He is standing with very short dark hair, dark beard, and moustache, wearing a black shirt with pockets on both sides and a backpack on his shoulders. The image was captured at the Pastelaria Carrocel in Lisbon on 21 April 2023.*

**70**



**70** *Francisco, grandson, Lisbon, 2023*

*Image Description: Colour photograph of the face of Francisco, Justino's grandson. He has short dark brown hair, thick dark eyebrows, and is wearing a blue shirt.*



71

**71** *Helena, granddaughter, Tapada das Necessidades, Lisbon, 2021*

*Image Description: Colour photograph of Justino standing, holding his granddaughter, Helena. He wears glasses with greying hair and a beard, dressed in a short-sleeved blue-grey polo shirt. The child is facing forward, smiling, wearing a red dress with straps over a white blouse with red details, and knee-high white socks.*

72



72 *Grandchildren, Lisbon, 2023*

*Image Description: Colour photograph of the grandchildren Helena, the youngest, Biana, Bernardo, and Francisco, seated on a bench in the Infante Santo Playground, late in the afternoon. In the background, a building is visible, whereas on the left, large tree trunks stand out.*



**73**

**73** *Justino and grandson Tomé, Jardim da Estrela, Lisbon, 2023*

*Image Description: Colour photograph with Justino seated, holding his grandson Tomé, who is smiling. Many trees are visible in the background. The smiling grandfather, wearing glasses, is dressed in a navy blue short-sleeved polo shirt, while Tomé wears a light-blue blouse.*

74



**74** *Justino and Violante's Personal Library, 2023*

*Image Description: Colour photograph of a room with wooden flooring, a table with some paper to the right, and a lamp to the left. In front of the table is a large bookshelf with various compartments and many books. This room, transformed into a library, is located on the ground floor of the family's old apartment in Avenida Infante Santo in Lisbon. The building was constructed during the 1940s. In this space, besides books, there are grandchildren's toys and a friend's dog in a small courtyard, along with souvenirs from visits to Brazil. Photograph captured by Virgínia Ávila in 2023.*



75

75 *Office Wall with Photographs, 2023*

*Image Description: Office wall, painted in white, adorned with eight picture frames displaying the family photographs. Just below, a shelf features a radio dating back to the 1950s/60s, along with small objects. Photograph captured by Virgínia Ávila in 2023.*



- 76** *Opening Conference of the International Seminar on Representations of Nature and Society in School Textbooks in Spain and Portugal (from the 1960s to the 1990s), 2023*

*Image Description: Colour photograph of a classroom with a projection screen on a white wall. Professor Justino Magalhães stands with arms crossed in front of a table containing a water jar and laptop. To his right, sitting with his hand in his chin is Professor Joaquim Pintassilgo. Justino Magalhães has grey hair, wears glasses, and a navy-blue knit shirt. This image documents his last institutional participation before retirement, during the Opening Conference on 'School Textbooks and Educational Memory' at the International Seminar on Representations of Nature and Society in School Textbooks in Spain and Portugal (from the 1960s to the 1990s), held on 17 March 2023 at the Institute of Education at the University of Lisbon. Photograph captured by Virgínia Ávila in 2023.*

## **POSTFACE**

Áurea Adão

**156.**

I met Justino de Magalhães in late October 1989 during the 1st Meeting on the Teaching of History, organized by the History Teachers Association in collaboration with the Education Service of the Calouste Gulbenkian Foundation. Among the presentations in Section I <sup>4</sup>, the work proposed by a young professor from the University of Minho immediately caught my attention – ‘History of Education and Collective Memory.’ In it, he advocated for ‘the construction of a History of Education opened to contemporary issues’ that, among other aspects, would replace ‘linearity with an enquiry into the complexity of times and lived spaces’

<sup>5</sup>. The issue at hand was part of new research that was beginning to yield its first results in Portugal. In addition, regarding the importance of collective memory, he stated: ‘[...] each of the meanings of collective memory corresponds to divergent pedagogical principles. An active school, developing an educational project centred on the culture that students carry, cultivates active, current memory as the main source for knowledge construction’ <sup>6</sup>.

Understanding that I was in the presence of someone aiming to develop innovative thinking in the field of Educational History research and realising that the presentation was not accidentally prepared, I invited him to coordinate the respective session; I still remember his perplexity at such an invitation.

In fact, previously, in the preparation of his master’s thesis, approved in May of that year, under the title ‘Public Instruction in Trás-os-Montes in the Late Old Regime’, he applied the knowledge acquired in his academic history training. He scrupulously used the three phases to which historical research must adhere, a framework he refined and adapted to international trends throughout his scientific career - heuristic, hermeneutic, and narrative.

The use of sources with guaranteed authenticity, implicit in all his works, has been a concern for Justino de Magalhães to draw attention to the need for rigorous historiographical work, primarily based on national primary documentation. This concern has given rise to a significant set of texts that are now systematically recorded in this Tribute Book: ‘[...] the lack of information about the past not only affects the production of historiographical knowledge but also

<sup>4</sup> Entitled: The Teaching of History. The Historical Dimension, Practices and Representations.

<sup>5</sup> History of Education and Collective Memory.” In First Meeting on the Teaching of History. “Presentations.” (p. 137). Lisbon: Calouste Gulbenkian Foundation / Education Service.

<sup>6</sup> Idem, p. 147.

hinders and reduces the ability to live and think with history.’<sup>7</sup>

From a careful reading of his work, starting with the doctoral thesis presented in 1994, and using Justino de Magalhães’ own nomenclature, I highlight the main thematic axes of his research, which intersect and complement each other: the history of literacy; the history of schooling, education, and educational institutions; the history of written culture and textbooks; and the history of local and regional education. To these, I add the epistemology and theory of the History of Education and its teaching. However, there are still other dimensions that have also contributed to the development of knowledge in other specific domains, although Justino de Magalhães has stated: “When I try to systematize my lines of thought, I find myself thinking that written culture, education, and the educational institution constitute a core that has allowed me to construct a broad and in-depth History of Education on theoretical, conceptual, and narrative levels’<sup>8</sup>.

In this sense, I consider that the most striking characteristic of his research in the field of the History of Education occurs at the level of a deep and prolonged conceptualisation that has led to significant hermeneutical innovations. In my opinion, these innovations have not received the prominent recognition they deserve, perhaps due to the fleeting times in which we live academically and scientifically.

The history of educational institutions, encompassing their material, pedagogical, and anthropological aspects, was an early subject of investigation for Justino de Magalhães. It began with a descriptive approach to these institutions being integrated into the surrounding environment. With the academic guidance of postgraduate projects and requests directed toward him, his works took on broader and more original characteristics to understand and explain the historical reality of an institution. He integrated it “interactively into the broader framework of the educational system, in historical contexts and circumstances, involving it in the evolution of a community and a region, its territory, its audiences, and areas of influence’<sup>9</sup>. Although I

<sup>7</sup> Magalhães, Justino (2001). *Guide to Sources for the History of Education*. (p. 193). Lisbon: Institute of Educational Innovation.

<sup>8</sup> Interpretation provided by Justino de Magalhães in an interview conducted on July 5, 2019. In Belusso, Gisele & Luchese, Terciane Ângela (2020). Interview with Professor Justino Magalhães: municipalities in education in focus. *History of Education Journal*, v. 24, p. 07 (online).

<sup>9</sup> Magalhães, Justino (2004). “Weaving Connections. History of Educational Institutions.” (p. 133-134). Bragança Paulista: University Publisher São Francisco - EDUSF.

cannot claim that he pioneered in this area as other researchers pursued similar objectives, if we consult specific Portuguese bibliographies on the subject, we can easily identify the valuable contribution that our honouree made, not only through personal production but also by guiding and encouraging young researchers.

As a result of a matured reflective exercise of meaning construction in its various thematic axes and the elaboration of a significant discourse, Justino de Magalhães developed the constructive process of the Portuguese educational system within numerous monographic and thematic studies from the mid-1990s. This process led to another striking innovation in the Portuguese historiography of education. Namely, the epistemic interpretation of the development of the educational system based on four cycles resulting from successive political regimes, educational reforms, and the levels of their implementation was successively built in previous studies. The joint presentation of these cycles was published in his voluminous book metaphorically titled “From the Chair to the Bench: School and Modernization (18th-20th centuries)”<sup>10</sup>. The first defined cycle, which he termed as “Estatização” encompasses the political phase of Pombalism and its sequence until the liberal revolution of 1820, a period that corresponds to the initial political initiatives for the establishment of public education/instruction as a prerogative and priority of the State in relation to the Nation. Regarding the concept of “estatização” I heard it for the first time in an intervention by Justino de Magalhães during a commemorative meeting of the first centenary of the Jaime Moniz Reform, held in Braga at the end of 1994. With its creation, the author aimed not only to correct the term “estatização” that had been used in historiographical works previously published but also to present another conceptualisation that corresponds to the “movement of assumption by the State of a subject and processes that had been disregarded throughout the Modern Age”<sup>11</sup>. With the development of the liberal regime, especially during the political period of Regeneration, when the emphasis shifts to the nation’s identity consolidation, according to Justino de Magalhães, that initial cycle from the end of the Old Regime evolves into Nationalisation.

<sup>10</sup> Published in 2010 by the Institute of Education of the University of Lisbon, in the editorial collection “Educa-Unidade de R&D de Ciências da Educação”.

<sup>11</sup> From the Chair to the Bench..., (p. 349).

This phase involves the expansion and gratuitousness of primary education, the strengthening of the educational role of municipal and local political structures, attempts to nationalise the school curriculum, the standardisation of teaching actions, and the construction of a citizenship identity, among other educational aspects. The third cycle, governance, corresponds to the refinement of the previous cycle, where the complex growth of schooling necessitates a more specialised organisation. This involved the creation of structures for bureaucratic and hierarchical administration of the institutional school, the establishment of regional and local inspection and its standardisation, along with specialised record-keeping in education. The last cycle constructed, covering the First Republic and the Estado Novo – Regimentation – spans a long period of conditioning and binding of the school to the political regime, with the “prevalence of the State, dragging and arresting the school for itself” <sup>12</sup>, considering it as a producer of society through the strengthening of national education systems. If all the works of Justino de Magalhães add educational historical knowledge, the book published in 2010 deserves careful and reflective reading regarding the innovative circumstances systematised in it, with a focus on an integrative approach to the gradual formation of the Portuguese school system, in its national, regional, and local variants.

<sup>12</sup> *From the Chair to the Bench...*, (p. 349).

<sup>13</sup> *Published in: Local Administration Journal. Legislation, Case Law, Doctrine, and Studies*, 29 (215), Sept/Oct, pp. 607-614.

However, the most recently systematised epistemological renewal in the scientific production of Justino de Magalhães was found in the construction of the concept of the pedagogical municipality. Although it was from his project *Atlas-Repertoire of Municipalities in Education and Culture in Portugal (1820-1986)*, in many ways an original field of research, that this concept gained greater prominence, we find it in much earlier works, such as in 2006, when he published the study “The Local and Education: Towards the History of the Pedagogical Municipality” <sup>13</sup>. In my view, this new concept corresponded to a slow and mature elaboration if we consider that his first works on municipalism were published in 1992-1993, a time when he primarily focused on literacy issues and gradually evolved into the study of written acculturation. The pedagogical municipality, as defined by Justino

de Magalhães, corresponds to a more comprehensive meta-history concept than the educational municipality, although associated with it and following the historical cycles he established and presented earlier:

[...] constitutes a desired horizon as an autonomous instance in the education of the residents, integrating them and enabling them to participate in social destinies and establish their own identities as residents. By conceiving, planning, building structures, and mobilising appropriate resources, municipalities took on the status and pedagogical functions with full realisation. [...] It is to represent, conceive, plan, organise, and develop the educational local in which the pedagogical municipality is structured, conventionalised, reified, and renewed <sup>14</sup>.

In the scope of original research in the History of Education, I cannot fail to recall that numerous works by Justino de Magalhães also include a reconstruction of operative concepts such as literacy, functional literacy, lifelong education, and mass culture, which, “created within a disciplinary domain, gain new meaning when integrated into interdisciplinary fields and are properly (re)semantised according to educational, sociocultural, and space-temporal frameworks”<sup>15</sup>.

His latest book, “In the Path of Education: Epistemology, Theory, History”<sup>16</sup>, is also a systematisation of the thoughts he has conveyed in previous works, integrated into the international movement of updating historiographical discourses within the educational framework and associated with an epistemological renewal. At the same time, he has been contributing to the continuation of the production of new scientific knowledge in the History of Education in Portugal, opening new themes and following inter and transdisciplinary perspectives.

As a friend of Justino de Magalhães, I wish him to continue his scientific activity, collaborating in the development of the historiography of Education in Portugal, without neglecting his conviction that “educational action is the construction of the future

<sup>14</sup> Magalhães, Justino (2019). Municipalities and the History of Education. Notebooks of the History of Education, 18 (1), p. 14.

<sup>15</sup> See interview conducted on 5 July 2019. Op. cit., p. 08.

<sup>16</sup> Published in 2022, by EDUFU/ UNICAMP.

through the interpretation, updating, and (re)signification of the past”, as he conveyed to us a few years ago <sup>17</sup>. And, simultaneously, not ceasing to engage in attracting young researchers to continue the History of Education in academic and scientific circles, as well as in strengthening international collaborations, which he has been fostering for many years. This dates to his role as Coordinator of the History of Education Section of the Portuguese Society for Educational Sciences (1996-1998), where we owe him the organization of the 2nd National Meeting of the History of Education, about ten years after the first one, to bring together the entire Portuguese community of historians of Education.

Throughout your scientific and academic journey, and in my capacity as a more seasoned researcher, I cannot conclude without saying: THANK YOU VERY MUCH, Justino.

Praia das Maçãs, 31 August 2023

*Áurea Adão*

<sup>17</sup> Magalhães, Justino (2021). “Narrating the Future: Memory and Education.” In CIHELA (org.) Revolution, Modernity, and Memory: Paths of the History of Education. Lisbon: HISTEDUP/ Association of the History of Education of Portugal, p. 1165. (ebook).

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# ATTACHMENTS

## Attachment 1 – Course Unit Sheet 2022/2023 – Theory of Education and Training



### FICHA DE UNIDADE CURRICULAR

2022/2023

<b>Curso</b> Licenciatura em Educação e Formação
<b>Designação</b> Teoria da Educação e da Formação
<b>Docente(s)</b> (Indicar também qual o docente responsável pela U.C.) Justino Magalhães (Professor Catedrático) – TP1 e TP2
<b>Descrição geral</b> (ECTS, Carga horária, Apoio tutorial, etc.) 5 ECTS = 3 horas x 15 semanas
<b>Objectivos / Competências</b> Esta Unidade Curricular visa dar a conhecer teorias, correntes de pensamento e variações do conceito de educação; a evolução do campo da Educação e da Formação; Ciências da Educação; perspectivas críticas e de inovação em Educação e Formação.  A Unidade Curricular incidirá fundamentalmente sobre epistemologia e evolução da educação; epistemologia e modalidades de formação; teorias, conhecimento e representação da educação; pedagogia: teoria-prática da educação; Ciências da Educação: sistemática, génese, estatuto. A leccionação visa desenvolver competências instrumentais de leitura e de escrita da Educação e da Formação; análise e síntese; auto-educação e auto-avaliação; colaboração e trabalho em equipa.  Espera-se que os estudantes:  (i) Compreendam e problematizem a educação na sociedade actual. Conheçam teorias, movimentos e autores do campo educacional (educação, pedagogia, formação), em Portugal e no Mundo Ocidental; (ii) Conheçam e reconstituam a sistemática das Ciências da Educação a partir do último quartel do século XIX; (iii) Reconstituam, problematizem, exercitem a complexidade, a conceptualização e configurações discursivas teóricas e de escrita, em contextos de educação e formação;



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(iv) Situam a teoria da educação e da formação no conhecimento, na investigação, na profissionalização.

**Conteúdos programáticos (sinopse)**

1. Epistemologia da educação e da formação – conceitos, estatuto e representação na sociedade contemporânea
2. Instituição educativa - escola: cultura, currículo, norma
3. Teoria da educação e da formação
  - 3.1. Saber pedagógico, teoria, prática, praxeologia
  - 3.2. Teorias educativas - representação e transformação do educacional
  - 3.3. Metanarrativas da educação e da formação: aprendizagem, autonomia, inovação, reforma, histórias de vida
  - 3.4. Escrita e taxonomias de educação
4. Ciências da Educação: sistemática e evolução
  - 4.1. Formação, lecionação e reconfiguração das Ciências da Educação
5. Investigação e inovação pedagógica, em Portugal e no Ocidente: movimentos e autores

**Bibliografia geral (até 20 obras)**

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#### **Métodos de ensino**

As aulas combinam informação, análise e comentário. Em cada item, haverá partes teórica e prática, incluindo leitura, investigação, oralidade, escrita. Serão disponibilizados textos de leitura prioritária.

#### **Regime Geral de Avaliação** (Modalidades, elementos, calendarização, ponderação, etc.)

A avaliação individual compreenderá os elementos seguintes:

1. Trabalho de grupo, apresentado em aula e posteriormente em versão escrita (40%). Este trabalho deverá estar enquadrado na UC, podendo incidir sobre um tema, uma obra, um conjunto de obras - (rigor, criatividade, interacção, apresentação).
2. Relatório escrito presencial (40%) – (teor, correcção de conceitos e de linguagem, capacidades de síntese e de crítica)
3. Comentário individual de um texto ou de um livro (20%) – (análise, síntese).

#### **Regime Alternativo de Avaliação** (Modalidades, estudantes abrangidos, elementos, calendarização, ponderação, etc.)

No caso de estudantes com estatuto de trabalhadores-estudantes, o Relatório escrito presencial servirá de exame final, sendo avaliado na escala de 0-20. A nota poderá ser eventualmente ponderada, no caso de



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estudantes que tenham também realizado um trabalho escrito, sob orientação do docente.

**Regras relativas à melhoria de nota**

Realização de uma Prova Escrita no período reservado à avaliação.

**Attachment 2** – Images Granting the Honorary Doctorate to Professor Agustín Escolano Benito, 2015













**Attachment 3** – Images Granting the Honorary Doctorate to Professor Roger Chartier, 2018













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