

<b>CÓD. DISCIPLINA</b> <b>FE 197</b>	<b>NOME COMPLETO DA DISCIPLINA</b> Currere Short Course
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**PROGRAMA DE PÓS-GRADUAÇÃO DA DISCIPLINA:**

Programa de Pós Graduação em Educação

**HORAS SEMANAIS DE DISCIPLINAS DE CURSOS PRESENCIAIS:**

Teoria:	Prática:	Estudo Dirigido:	Nº semanas:	Créditos:	Frequência	Aprovação
15	15		1	2		

**HORAS SEMANAIS DE DISCIPLINAS DE CURSOS SEMIPRESENCIAIS:**

Distância:	Presencial:	Nº semanas:	Créditos:	Frequência	Aprovação
15	15	1	2		

**EMENTA:**

Curriculum studies, curriculum theory, curriculum theorizing, qualitative research methods, publishing of academic research.

**OBJETIVOS:**

1) Demonstrate a systematic understanding of key concepts of curriculum theory/theorizing; 2) Critically evaluate approaches to curriculum research and curriculum theorizing; 3) Create original, well-reasoned and evidence-based arguments related to curriculum, curriculum theory and curriculum theorizing; 4) Investigate, critique and undertake autobiographical approaches to curriculum theorizing/research

**PROGRAMA:**

Each session includes on a different facet of curriculum theory and includes a variety of activities including lectures, individual work and group work (including presentations of individual and group work). These sessions may also include outdoor activities such as *shinrin yoku*, a Japanese approach to experiencing nature.

- Session 1: What is curriculum?
- Session 2: Currere and reconceptualising curriculum
- Session 3: Currere: Data generation, analysis and writing workshop
- Session 4: Currere: Data generation, analysis and writing workshop
- Session 5: Currere: Writing, sharing and living curriculum

EMISSÃO: 9 de abril de 2019

PÁGINA: 1 de 3

Rubrica:

**AVALIAÇÃO:**

Students will undertake a currere research project and present the findings of their investigation in a research paper.

**BIBLIOGRAFIA:****Referências básicas:**

- Baszile, D.T., 2015. Critical race/feminist currere. *The SAGE guide to curriculum in education*, pp.119-126.
- Bogotch, I., Schoorman, D. and Reyes-Guerra, D., 2017. Educational curriculum leadership as currere and praxis. *Leadership and Policy in Schools*, 16(2), pp.303-327
- Pinar, W.F., 1994. The method of "Currere"(1975). *Counterpoints*, 2, pp.19-27.
- Deng, Z., 2018. Contemporary curriculum theorizing: Crisis and resolution. *Journal of Curriculum Studies*, 50(6), pp.691-710.
- Huenecke, D.O.R.O.T.H.Y., 1982. What is curriculum theorizing? What are its implications for practice. *Educational leadership*, 39(4), pp.290-294.
- Marsh, C.J. and Willis, G., 2003. *Curriculum: Alternative approaches, ongoing issues*. Upper Saddle River, NJ: Merrill/Prentice Hall
- Pinar, W., 1975. *Curriculum theorizing: The reconceptualists*. McCutchan,.
- Smith, B.A., 2013. Currere and critical pedagogy: Thinking critically about self-reflective methods. *TCI (Transnational Curriculum Inquiry)*, 10(2), pp.3-16.
- Smith, K., 2022. Ambulare. *The Currere Exchange Journal*, 6(1), pp.107-115.
- Stewart, A., 2020. Living Curriculum: Currere. In *Developing Place-responsive Pedagogy in Outdoor Environmental Education* (pp. 29-36). Springer, Cham.
- Wallin, J.J., 2011. What is? Curriculum theorizing: For a people yet to come. *Studies in Philosophy and Education*, 30(3), pp.285-301.
- Wang, H. (2010) The temporality of currere, change, and teacher education, *Pedagogies: An International Journal*, 5:4, 275-285, DOI:10.1080/1554480X.2010.509469

**Referências Complementares:**

- Baszile, D.T., 2017. On the virtues of currere. *Currere Exchange Journal*, 1(1).

- Pinar, W.F., Reynolds, W.M., Slattery, P. and Taubman, P.M., 1995. Understanding curriculum: An introduction to the study of historical and contemporary curriculum discourses (Vol. 17). Peter lang.

**OBSERVAÇÕES:**

**DATA (DIA/MÊS/ANO) / MATRÍCULA - NOME DO COORDENADOR DA COMISSÃO GERAL DE PÓS-GRADUAÇÃO:**

EMISSÃO: 9 de abril de 2019  
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Rubrica: