

2003-2007

CIE-UMa

Self-assessment Report

University of Madeira

CIE-UMa

Centro de Investigação em Educação

Universidade da Madeira

FCT Report

**Research and Development
Centre in Education
(CIE-UMa)**



Unit 4083

1 Unit description (2000 char)

Here indicate form of organization and management

The unit was formally created in 2003 by a Resolution of the University Senate of 15 July. According to its Regulation No 41/2003 published on Diário da República – II Série, of 23 August 2003, the CIE-UMa integrates as effective members all career teaching staff of the Department of Sciences of Education of the University of Madeira who have not declared any impediment to their membership

It also accepts PhD researchers from other institutions who participate in the research projects and accepted by the Scientific Board of this unit and non PhD researchers from other institutions as associate members. Associate members are temporary members belonging to the unit while the project in which they work is active.

At the present moment the CIE-UMa comprises 30 members (17 male and 13 female) from different nationalities: Austrian, Brazilian, British, Cuban, French, Irish, Norwegian, Portuguese and Spanish.

All 20 PhD members of the centre constitute the Scientific Board, chaired by the Coordinator of the centre who is elected by secret vote, by the effective members of the unit, for a two-year mandate.

Since its creation, despite being concentrated in one research group the unit has focussed on two fundamental research lines in curriculum and pedagogical innovation and one overarching line in ethnography of education. A new fundamental line in educational administration has been recently created.

Until now the unit has depended solely on its own funding which originates from the Department of Sciences of Education and other public and private institutions.

2. General objectives (3000 char.)

This refers to the current aims of the Unit as a whole.

The CIE-UMa aims to achieve the following objectives:

1. Approve, promote, coordinate and support research projects in the scientific area of education;
2. Display the results of the educational research among the scientific community, school teachers and educators and the community in general;
3. Contribute to updating of school teachers and educators professional development;
4. Sustain research projects leading to theses of Masters and Doctoral studies in the research areas of the Centre;
5. Manage relevant information in the area of educational research;
6. Support the presentation and publication of scientific works resulting from projects developed within the scope of the research lines of the Centre;
7. Optimise support services for the research work to ensure the economic use of resources;
8. Enhance and support the presentation of project applications for funding offered by public or private bodies.

To these ends, within the framework of the research lines, it shall contribute, through its scientific activities, to the implementation of a common research policy in education.

It shall, in particular, by taking into account the links between curriculum and pedagogical innovation, encourage the exchange of information and the comparison of experience.

So the main tasks of the unit shall be:

- to compile selected documentation relating in particular to the latest developments and research in the fields of curriculum, pedagogical innovation and ethnography of education;
- to contribute to the development and coordination of research in the above fields;
- to disseminate all useful documentation and information;
- to encourage and support any initiative likely to facilitate a concerted approach to educational problems;
- to provide a forum for all those concerned.

3. Main achievements in the 2003-2006 period (3000 char.)

Highlights from past research over the period under evaluation

In 2003, four members of this unit, also as members of the ATEE – Association for Teacher Education in Europe - RDC19 (new perspectives on curriculum for teacher education) integrated a Scenario Planning project that led to a special issue of the European Journal of Teacher Education (volume 26, number 1, 203) under the scope of Scenario Planning and Teacher Education. And this set of papers established the theoretical foundations of a Comenius 2.1 project: SCENARIO WRITING intensive course NR. 112590-CP-1-2003-1-NL-COMENIUS-C21, the pilot course of which was held in Vienna, Austria in April 2004.

The pilot course, preliminary settings and assessment were prepared and implemented by researchers from the following universities: the Windesheim University (coordinating institution), the Karel de Grote Hogeschool, the Educatieve Faculteit Amsterdam, the Wirtschaftsuniversitaet Wien, the Carl von Ossietzky Universitaet Oldenburg, the Uppsala Universitet, the Middlesex University London, the Dolnoslaski Osrodek Doskonalenia Nauczycieli, Poland, and the University of Madeira.

In 2003, three members of this unit, including the team leader, integrated a six member external assessment team, invited by the Studiu Kokibès Vertinimo Centras (Lithuanian Centre for Quality Assessment in Higher Education). All preschool and primary school teacher education programmes of this country (at graduate and master levels) were assessed by this team, who visited the following teacher education institutions: Klaipeda University, Siauliai University, Vilnius Pedagogical University, Klaipeda College and Marjampole College. In 2005, two members of CIE-UMa were invited again by the Lithuanian government to reassess the same higher education institutions.

In 2003, some members of this unit, among others, founded an international scientific society named European Society of Ethnography and Education (SEEE), located in

Funchal, that has been registered at the Portuguese Direcção Geral dos Registos e do Notariado with the number P511224869.

Additionally in 2003, two members of this unit have proposed their universities (Universitetet i Tromsø and University of Madeira) to sign a Socrates bilateral agreement to reinforce cooperation in research on curriculum and construction of identities, with mobility of both researchers.

In 2004, the line of research in pedagogical innovation led to the organization of a master programme in education, focussed on pedagogical innovation, with the participation of members of this unit coming from Portugal, Spain, France and Austria.

In the same year, this research line started to be expanded to Brazil (Brasília, Salvador, Ibicará, S. Luís MA and Recife), and was materialized in master and doctoral programmes involving Brazilian students and also with the participation of Brazilian members of this unit.

In 2005, this unit organized its first scientific event called *I Colóquio DCE-UMa, School under Scrutiny*, held in Funchal, at Madeira Tecnopolo.

In 2006, there took place also in Funchal the *II Colóquio DCE-UMa, Education and Culture*. This conference occurred simultaneously with the VII Colóquio Internacional da SEEE (European Society of Ethnography and Education).

Finally, in 2006, two Portuguese members of this unit were responsible for the chapter about “Portugal” in the book Wolfgang Hörner (Ed.) *School Systems in Europe*. Dordrecht: Mitter, Doebert, Hoerner and von Kopp.

4. Activities

4.1 Integrative/ multidisciplinary activities in the 2003-2006 period (3000 char.)

Special activities that aim to carry out research across disciplines

Master classes both in pedagogical supervision and pedagogical innovation have started with multidisciplinary designs in order to allow the integration of the three active research lines of the unit: curriculum, pedagogical innovation and ethnography of education.

For example, master’s theses in Pedagogical Supervision investigated the following subject areas:

About the subjective objectivity in education (a reflexion on teaching practice);

The Mentor’s thought and practice;

Connective Intelligence, Education and Development. Analysing a teacher education programme;

Cooperation and education: cooperation among primary teachers. Influences on professional development and curricular development;

Continuous teacher education in sexual education: teachers’ perceptions of teacher education activities and influencing factors in teaching practice;

Pedagogical support (to pupils with learning difficulties);

Significant learning and mentorship: a preliminary characterizing study of change process occurring in teaching practice;
Physical training in primary education (The teachers' reality);
Convergences and divergences between the scientific speech and the teachers' speech concerning problems of attention in learning: a preliminary study in primary education;
On becoming an educator: the impact with the teaching reality;
Teachers at the start of their careers: horizons of development, innovation and change in teacher education;
The importance of sexual education in teacher education at the level of pre-school and primary education;
A glance to a new perspective of education / Adults education;
Needs of education of B Ed mentors;
Foreign languages early learning in primary education and teacher education;
The influence of initial teacher education in daily teaching practice, namely the ICT: a case study;
The organization of educational space: a contribution for the understanding of the quality of teaching practice in public pre-school education;
School curricular Project: challenge to school curricular organization. A study at primary schools in the Autonomous Region of Madeira;
The mentorship practice in the lower and upper secondary education in the Autonomous Region of Madeira;
Mathematics and school: a contribution for the comprehension of school performance in the Autonomous Region of Madeira.

Other integrative activities have been the conferences organized by this unit as it is pointed out by their elected subjects: *School under Scrutiny* and *Education and Culture*. As it is easy to understand both subjects allowed to cross different disciplines in a multireferencial perspective (cf. J. Ardoino), as those coming from the educational areas of History, Psychology, Sociology, Curriculum, Methodology and Pedagogy.

And the non-division of this unit into different research groups made integrative and multidisciplinary activities much easier.

4.2 Outreach activities in the 2003-2006 period (3000 char.)

Science and Society/ general public/ schools, etc.

This unit organized two conferences (*School under Scrutiny* and *Education and Culture*) in 2005 and 2006 open to the general public.

In this period, 20 master theses on regional topics have been concluded. The whole set was delivered to the Secretaria Regional de Educação as a contribution to the understanding and search of solution for regional educational problems.

Several regional schools have been involved in master and doctoral research projects as a locus and target of research.

Some members of this unit have participated by invitation in scientific events organized by the Secretaria Regional de Educação, some municipalities of Madeira and non higher education institutions.

Some members of this unit have published articles and have given interviews on their research interests in the local press, in the attempt of reaching the community in general. Some have also participated in television and radio programmes about educational issues.

During this period, 4 seminars open to the general public were organized in the University of Madeira by this unit to discuss 32 PhD and 18 master research projects written and presented by Brazilian students, under supervision of members of this unit.

A web page has been created (www.uma.pt/cie-uma).

4.3 Future vision of the Unit's activities for the period 2007-2010 (3000 char.)

Expected future development of the unit

Expand even more the unit's activity beyond Madeira Island.

Decentralize the unit's meeting places in order to gather its members in different host institutions located in different countries.

Assume the leadership of the organization of the IX SPCE - Portuguese Society of Sciences of Education Conference (already done in April 2007).

Organize 4 annual DCE-UMa conferences, regularly in December, to discuss the results of the research developed under this unit's supervision.

Launch a research project aiming at assessing the Escola a Tempo Inteiro (full day classes in pre-school and primary education) experience in Madeira.

Launch education systems comparative studies among the countries of the members of this unit.

Start a journal of education.

4. 4. Future Networking activities in the 2007-2010 period

Indicate here participation in networks with other Research Units in Portugal, sharing of equipment, mobility of Research staff, etc.

This unit is already connected to other networks (SPCE – Portuguese Society of Sciences of Education, SEEE – European Society of Ethnography and Education, ATEE – Association for Teacher Education in Europe, ISTE – International Society for Teacher Education, and several others) since some of its members also belong to one or more of those scientific associations. On the other hand, at least the transverse line on ethnography of education is shared in content and concern with SEEE.

We think that our geographical coordinates and insularity could become a strategic advantage rather than a disadvantage as long as the island of Madeira is to be seen as a kind of a rotating platform where researchers from no matter where converge and work together.

Nevertheless, this unit intends to establish and strengthen connections with other units (both Portuguese and from abroad) with similar research lines and hopefully sharing expertise and promote researchers' mobility.

Research Groups (Individual Group Report)

1. Group description

1.1 Group Name

Currículo e Inovação Pedagógica

1.2 Location of Group

Universidade da Madeira

1.3 Keywords (4)

Curriculum, Pedagogical Innovation, Ethnography of Education, Teacher Education

1.4 Funding, source, dates (1000 char.)

Until now the unit has depended solely on its own funding which originates from the Department of Sciences of Education and other public and private institutions.

For the organization of the conferences in December 2005 and December 2006, for example, the unit obtained financial support and/or goods from a travel agency (Agência Abreu) and two editorships (ASA Editores and Texto Editora), and in addition support from banks (Caixa Geral de Depósitos and Banco Santander Totta S.A.), the municipality of Funchal, Madeira Wine Institute, Regional Tourism and Culture Board from the Government of Madeira, Berardo Foundation and Pestana Grand Hotel and Porto Bay Hotels & Resorts.

For the IX SPCE - Portuguese Society of Sciences of Education Conference held last April (2007) Calouste Gulbenkian Foundation and FCT supported the unit with 2500,00 € and 1600,00 € respectively providing that the Book of Abstract cost 4205,55 €. The subscriptions paid by the participants were insufficient to cover expenses for travel accommodation, infrastructure and equipment, Book of Abstract and Book of Proceedings.

2. Objectives and achievements

2.1 Objectives (2000 char.)

In order to achieve the general objectives of the unit this research group has focussed on two fundamental research lines in curriculum and pedagogical innovation and one overarching line in ethnography of education.

The fundamental research line in curriculum was supposed to promote studies:

On the role of educational policy in curriculum design;
 On the pressures and the hidden interests underlying curriculum construction;
 Relating knowledge with ideology, culture and power;
 On the building of identities;
 Leading to the creation of a personal model of pedagogical action;

The fundamental research line in pedagogical innovation was supposed to promote:
 Studies aiming at comprehending the reasons why schools or schooling systems become inadequate to fulfil the needs of cultural, economic and social development;
 Studies on new pedagogical settings aiming at the reconciliation between school or schooling systems and the needs of cultural, economic and social development;
 Studies on cultural invariants which avoid pedagogical innovation or make it difficult;
 Studies on fixations with paradigms anchored in the past;
 Studies on local paradigm shift;
 Prospective studies on education.

The transverse research line in ethnography of education was expected to promote studies:

Aiming at the understanding and interpretation of educational phenomena, through the immersion in the local culture;
 Perceiving classes and schools as autonomous and differentiated cultural entities;
 Focussing on interactions between school and the surrounding community, making use of participant observation;
 Assuming researcher subjectivity as a research tool;
 Aiming at the epistemological consolidation of educational ethnography, as a research method;

These are the specific objectives of this research group on curriculum and pedagogical innovation.

3. Main Achievements (2000 char.)

The publication of a special issue of the European Journal of Teacher Education (volume 26, number 1, 203) under the scope of Scenario Planning and Teacher Education;

The organization of a pilot course on Scenario Writing, held in Vienna, Austria, in April 2004;

The external assessment of all graduate and post-graduate programmes for teacher education (pre-school and primary education) in Lithuania by invitation of the Lithuanian Government;

The foundation of the European Society of Ethnography and Education (SEEE), located in Funchal;

The mobility of researchers of Universitetet i Tromsø and University of Madeira for post-graduate seminars;

Twenty completed Master's theses on Education, in the speciality of Pedagogical

Supervision;

The creation of a master programme in Education, in the speciality of Pedagogical Innovation;

The development of the research line in Pedagogical Innovation in Brazil, with the opening of its first doctoral programmes in this country;

The organization of two main conferences DCE-UMa: *School under Scrutiny*, and *Education and Culture*, this latter simultaneously with the VII International SEEE (European Society of Ethnography and Education) Conference.

The preparation of the chapter about “Portugal” to be published in the book Wolfgang Hörner (Ed.) *School Systems in Europe*. Dordrecht: Mitter, Doebert, Hoerner and von Kopp, already in the bookshops.

4. Productivity

4.1. Publications in peer review Journals (3000 char.)

(Up to max of 10. If available indicate at the end of the citation, impact factor of the journal and number of citations. Give title and full citation in original language. DO NOT translate)

Fino, C. N. (2003). FAQs, Etnografia e Observação Participante. *Ethnography and Education European Review / Revue européenne d’Ethnographie de l’Education*, 3, 95-105.

Fino, C. N. & Sousa, J. M. (2005). As TIC redesenhando as fronteiras do currículo. *Revista Educação & Cultura Contemporânea*, 2 (3), 53-66.

Hilton, G. L. S. (2003). Using Scenarios as a Learning and Teaching Tool with Students. *European Journal of Teacher Education*, 26 (1), 143-154.

Hovdenak, S. (2005). Education reforms and the construction of identities at a macro and micro level. The Norwegian case. *Nordisk Pedagogik*. 4/2005.

Mikl, J. (2004). The Professional Knowledge of Teachers: Reflections on the German Debate on Pedagogical Professionality. *Journal of the International Society for Teacher Education*, 8 (2), 13-32.

Sabirón, F. & Arraiz, A. (2005). De Adolescente a Joven: los retos de una vida bajo las paradojas de la investigación. *Revista de Investigación Educativa*, 23/2, 523–545.

Sabirón, F. & Arraiz, A. (2005). El trabajo de campo en investigación etnográfica. *Ethnography and Education European Review / Revue européenne d’Ethnographie de l’Education*, 4, 11–25.

Scocuglia, A. C. (2006). Educação globalizada e pedagogia freiriana: desafios e combates contemporâneos. *Educação & linguagem*, 13, 79 – 97.

Scocuglia, A. C. (2006). Globalizações, políticas educativas e contra-pedagogia. *Temas em Educação*, 15, 37 – 55.

Sousa, J. M. (2003). O currículo à luz da etnografia. *Ethnography and Education European Review / Revue européenne d'Ethnographie de l'Éducation*, 3, 119-125.

4.2. Other publications (3000 char.)

Some Books:

Boumard, P. (2004). *Actualité de la théorie de l'institution*. Paris: L'Harmattan.

Boumard, P. (2006). *Le mythe de l'identité*. Paris: Anthropos.

Marques, R. (2003). *Valores Éticos e Cidadania na Escola*. Lisboa: Editorial Presença.

Marques, R. (2006). *Motivar los maestros*. Madrid: Narcea.

França, R. L. (2003). *Descentralização e avaliação na experiência de Minas Gerais: redefinição do papel do Estado na política educacional dos anos 90*. São Paulo: ECOGRAF, vol. 1.

França, R. L. (2003). *Educação, Saberes, Teorias e Práticas: encontros e desencontros*. São Paulo: Factash Editora.

Sabirón, F. (2004). *Talleres de Evaluación Educativa*. México: AECI-CONALEP.

Sabirón, F. (2006). *Métodos de investigación etnográfica en Ciencias Sociales*. Zaragoza: Mira Editores.

Scocuglia, A. C. (2004). *A história das idéias de Paulo Freire e a atual crise de paradigmas*. João Pessoa: Editora Universitária - UFPB, v.1.

Scocuglia, A. C. (2004). *Educação de jovens e adultos: histórias e memórias da década de sessenta*. São Paulo e Brasília : Autores Associados e Plano Editora, v.1.

Sousa, J. M. (2004). *Educação: textos de intervenção*. Funchal: Editora Liberal.

Sousa, J. M. (2007). *Il professore come persona*. Lecce: Edizioni Pensa Multimedia.

Some papers in international scientific periodicals with referees:

Alaoui, D. & Leblon, S. (2005). *Regards microsociologiques sur le décrochage scolaire*. In A. Si Moussa (s. dir.), *L'Ecole à La Réunion. Approches plurielles*. Paris: Karthala, pp. 127-158.

Bouvet, R.-M. (2002). *Comparaison et ethnographie*. *Ethnography and Education European Review / Revue européenne d'Ethnographie de l'Éducation*, 1 (1), 43-50.

Castro, C. A. (2005). A trajetória da Casa dos Educandos Artífices Maranhenses. História da Educação na Região Nordeste. V. 1, Salvador: EDUFBA, pp. 35-42.

Fiori, N. (2004). Poder, idioma e educação no Brasil dos anos 1930/1940: reflexões envolvendo Alemanha e Estados Unidos. Revista Internacional de Linguística Iberoamericana, 2 (1), 71-81.

Galinha, S. (2005). Práticas Sociais e Dimensões Psicológicas: Importância da perspectiva Desenvolvimentista para a Intervenção socio-educativa. Revista ESES, 12, 81-87.

Hilton, G. L. S. & Viebahn, P. (2006). Education the way ahead? An evaluation of a pilot course in scenario writing. European Journal of Teacher Education, 29 (2), 127-144.

Hovdenak, S. (2005). Education reforms and the construction of identities at a macro and micro level. The Norwegian case. Nordisk Pedagogik 4/2005.

Mesquita Guimarães, A. (2005). Síntese dos Modelos de Intervenção em Educação Física. Contributo para a definição de um novo paradigma. Cadernos Museológicos nº. 199. Museu do Jogo e da Educação de Infância. ESE de Santarém.

Mikl, J. (2003). The Education Council Report 2001 – an Evaluation Based on the ATEE-RDC 19 Scenarios. European Journal of Teacher Education, 26 (1), 2003, 47 – 62.

Sabirón, F. (2002). “Estructura de un proyecto de investigación en Etnografía de la Educación (II)”. Ethnography and Education European Review / Revue européenne d’Ethnographie de l’Education, 2, 33-47.

Scocuglia, A. C. (2006). Educação globalizada e pedagogia freiriana: desafios e combates contemporâneos. Educação & linguagem.,13, 79 - 97.

Sousa, J. M. (2003). Teacher Education in Portugal: analysing changes using ATEE-RDC19 scenario methodology. European Journal for Teacher Education, 26 (1), 77-86.

4.3. Master and PhD. Thesis completed (3000 char.)

In 2003:

Liliana Maria Gonçalves Rodrigues: About the subjective objectivity in education (a reflexion on teaching practice). Master.

Maria da Glória Salazar D`eça Costa Franco: The management of emotions in the classroom: A project on the change of emotional attitudes of a group of teachers of Primary Education. PhD.

In 2004:

Eva Natália de Jesus Buraco Gouveia: The Mentor’s thought and practice. Master.

Fernando Luís de Sousa Correia: Connective Intelligence, Education and Development. Analysing a teacher education programme. Master.

Glória Josefina Rodrigues Leça Gonçalves: Cooperation and education: cooperation among primary teachers. Influences on professional development and curricular development. Master.

Jesuína Maria da Silva Miranda Pereira: Continuous teacher education in sexual education: teachers' perceptions of teacher education activities and influencing factors in teaching practice. A contribution to the effective implementation of sexual education in basic and secondary education. Master.

João Brazão de Gouveia: Pedagogical support (to pupils with learning difficulties). Master.

João Manuel Teixeira Nunes Viveiros: Significant learning and mentorship: a preliminary characterizing study of change process occurring in teaching practice. Master.

Luís Artur Freitas Ramos: Physical training in primary education (The teachers' reality). Master.

Maria Beatriz Bernardo Ferreira: Convergences and divergences between the scientific speech and the teachers' speech concerning problems of attention in learning: a preliminary study in primary education. Master.

Maria Gorete Gonçalves Rocha Pereira: On becoming an educator: the impact with the teaching reality. Master.

Maria José de Jesus Camacho: Teachers at the start of their careers: horizons of development, innovation and change in teacher education. Master.

Maria Lúcia de Sousa Henriques Fragoeiro: The importance of sexual education in teacher education at the level of pre-school and primary education. Master.

Maria Manuela Vieira Teixeira Pereira: A glance to a new perspective of education / Adults education. Master.

Margarida Maria Ferreira Diogo Dias Pocinho: Cognitive psychology and mother tongue: Assessment on the efficiency of a program of learning strategies to pupils with school failure in Portuguese language. PhD.

In 2005:

Luzia da Conceição Sousa Almeida: Needs of education of B Ed mentors. Master.

Maria da Conceição Figueira de Sousa: Foreign languages early learning in primary education and teacher education. Master.

In 2006:

Ana Lída Vieira Brazão Aveiro: The influence of initial teacher education in daily teaching practice, namely the ICT: a case study. Master.

Maria Celeste Silva Jardim: The organization of educational space: a contribution for the understanding of the quality of teaching practice in public pre-school education. Autonomous Region of Madeira. Funchal municipality. Master.

Maria Fernanda Baptista Pestana Gouveia: School curricular Project. A challenge to school curricular organization. A study at primary schools in the Autonomous Region of Madeira. Master.

Maria Lurdes de Caires Jardim: The mentorship practice in the lower and upper secondary education in the Autonomous Region of Madeira. Master.

Rita Maria Escórcio Faria: Mathematics and school: a contribution for the comprehension of school performance in the Autonomous Region of Madeira. Master.

4.4. Patents/prototypes (2000 char.)

Brazão, P. (2006). Portugal Patent No. 171/2006. Brincar com Palavras – Jogo interactivo para desenvolvimento da ortografia. (Playing with words – Interactive game for orthography development).

4.5. Organization of conferences (2000 char.)

This unit organized two conferences during this period:

I Conference DCE-UMa on *School under Scrutiny* in December 2005 addressed to educators, teachers and researchers. It took place in Madeira Tecnopolo exceeding the maximum of 150 participants allowed: almost 200 were actively involved. Master's and Doctoral students had the opportunity to present the results of their research work.

II Conference DCE-UMa and VII International SEEE Conference on *Education and Culture* in December 2006 equally addressed to the same public and held in Pestana Grand Hotel in Funchal. Five languages were accepted to be used for paper presentations: English, French, Italian, Portuguese and Spanish.

Last April 2007 the IX SPCE (Portuguese Society of Sciences of Education) Conference was held in Madeira Tecnopolo, in Funchal, with the collaboration of this unit. This Conference takes place every two year in a different Portuguese higher education institution. 500 participants from all over Portugal and Brazil came to Madeira to discuss educational success.

4.6. Industry contract research (2000 char.)

Nothing to declare (Not applicable).

4.7. Internationalization (2000 char.)

(Collaborative publication, Research, Graduate Training Networks or other forms of participation of the Research Group at the international level)

The special issue of the 2003 *European Journal of Teacher Education* (volume 26, number 1, 203) is an example of a collaborative publication resulting from the research developed together by some members of this unit.

The intensive course on Scenario Writing held in Vienna in 2004, by four members of this unit among others, under the aegis of a Comenius research project launched in a preparatory meeting in Madeira, was the result of a collaborative work among European universities from Austria, Belgium, Germany, the Netherlands, Poland, Portugal, Sweden and United Kingdom.

Some members of this unit, among others, in 2003 founded an international scientific society named European Society of Ethnography and Education (SEEE), located in Funchal. Its official journal *Ethnography and Education European Review* (REE) strongly supports the publication of work in the author's (authors') native language, in conformity with one of the basic principles of the unit, e.g., the respect for cultural diversity. However, in order to make them accessible to a larger audience, abstracts in two other languages are supposed to be more detailed than what is usually demanded.

Two members of this unit have proposed their universities (Universitetet i Tromsø and University of Madeira) to sign a Socrates bilateral agreement to reinforce cooperation in research on curriculum and construction of identities, with mobility of both researchers.

Researchers from this unit from Austria, France and Spain participate in the master programme in education, in the speciality of pedagogical innovation held in Madeira, at the same level as their Portuguese colleagues, the same way as Portuguese and Brazilian researchers from this unit participate in master and doctoral programmes in Brasília, Salvador, Ibicaí, S. Luís MA and Recife, sharing teaching and research supervision responsibility.

Members of this unit have their books and articles translated in another language (Portuguese to Italian, English and Spanish; Norwegian to English; Spanish to French; etc.).

5. Future research

5.1. Objectives (3000 char.)

We would like to strengthen the fundamental and overarching research lines already active related to curriculum, pedagogical innovation and ethnography of education.

Concerning curriculum, we would like to foster research:

On the role of educational policy in curriculum design;

On the pressures and the hidden interests underlying curriculum construction;

Relating knowledge with ideology, culture and power;

On the building of identities;

Leading to the creation of a personal model of pedagogical action;

Concerning pedagogical innovation, we intend to achieve:

Studies aiming at comprehending the reasons why schools or schooling systems become inadequate to fulfil the needs of cultural, economical and social development;
 Studies on new pedagogical settings aiming at the reconciliation between school or schooling systems and the needs of cultural, economic and social development;
 Studies on cultural invariants which avoid pedagogical innovation or make it difficult;
 Studies on fixations with paradigms anchored in the past;
 Studies on local paradigm shift;
 Prospective studies on education.

And concerning ethnography of education, we would like to enhance studies:

Aiming at the understanding and interpretation of educational phenomena, through immersion in the local culture;
 Perceiving classes and schools as autonomous and differentiated cultural entities;
 Focussing on interactions between school and the surrounding community, making use of participant observation;
 Assuming researcher subjectivity as a research tool;
 Aiming at the epistemological consolidation of educational ethnography, as a research method;

Beyond these objectives related with the active research lines, we intend to develop a new fundamental line in educational administration the aims of which are to promote:

Studies on principles and practices of management of schools;
 Studies on styles of leadership and its influences in the effectiveness of the schools;
 Studies directed to evaluate the functions and characteristics of effective school administrators;
 Studies related with the motivations and dynamics of the teachers who perform functions of administration and management in the schools;
 Studies directed to the understanding and analysis of the organizational culture of schools;
 Studies directed to the analysis of the development and realization of educational school projects;
 Studies on the influence of gender in the performance of functions in school management;
 Studies on the intervention/relationship of the community and the parents in the management of the schools;

According to the evolution of the lines within the research group it is possible that it may split in the future.

2. Funding, source, dates (1500 ca.)

(indicate in full including amount of current and pending funding)

Until now the unit has depended solely on the Department of Sciences of Education or other public and private institutions, to which the members of the unit have asked for funding support on an individual basis. Despite belonging to a research group the authors have applied for scholarships themselves as individuals to attend meetings, present papers, etc. For this reason there is no current or pending funding.

3. Previous publications in the area (1500 ca.)

(5 in the last 5 years. If available you must indicate at the end of the citation, impact factor of the journal (IP=) and number of citations (n° C=). Give title and full citation in original language)

Fino, C. N. & Sousa, J. M. (2003). Alterar o currículo: mudar a identidade. *Revista de Estudos Curriculares*, I (2), 233-250;

Hovdenak, S. (2002). Pedagogiske diskurser, identiteter og rasjonaliteter i norsk utdanningspolitikk på 1990-tallet. *Vardøger* 27.

Marques, R. (2002). *O Director de Turma e a Relação Educativa*. Lisboa: Editorial Presença.

Scocuglia, A. C. (2005). As reflexões curriculares de Paulo Freire. *Revista Lusófona de Educação*, 6, 81 - 92.

Sousa, J. M. (2002). Future scenarios in the context of global and local dynamics. *Journal of the International Society for Teacher Education*, 6 (2), 49-56.

4. Special Requirements (1500 ca.) (equipment, facilities, staff or other special needs essential to carry out the future research programme)

With such an international design, the main problem for the research group is to provide its members with travel and subsistence costs support to enable meetings to occur.

Until now the research group has been existing as part of the Department of Sciences of Education making use (and abuse) of the Department's equipment, facilities and administrative staff. This is now becoming increasingly more difficult due to rising costs, so visiting team members need alternative facilities provided.

We do not need heavy equipment or raw material as demanded by laboratory sciences. However it would be useful for the pursuing of the activities already launched and others to be started by the unit to have access to good laptops, facilities to support ethnographic fieldwork and the possibility to gather the group researchers together at least once a year.

A regular publication of an international academic *Journal of Education* with high standards of scientific quality, for which the contributions undergo a double blind review process by two reviewers, is another ambition depending on the funding the unit is able to obtain.