



"Com o mar por meio": patrimonialização escolar em instituições educativas luso- brasileiras [

2023

text (article)

Analítica

This article seeks to reflect on the constitution of memory spaces in Portuguese-Brazilian educational institutions between the end of the 20th century and the beginning of the 21st. We present examples of "places to remember" of school "remains" established in the Northeast region of Brazil and in Portugal, followed by some reflections on the challenges that are imposed on the educational heritage. There are school heritage practices that cross the ocean and many others specific to the uniqueness of each country's history, dialoguing directly with educational institutions that establish the purposes of memory in the construction of the safeguarded and exposed past. On the one hand, in Portugal, museums and the works of school subjects themselves are to be highlighted; on the other, in the Northeast of Brazil, the number of memorials of the network of federal institutes grows, in addition to memory centers and projects linked to research groups in the area of History of Education. The study points to the need for a greater exchange of experiences, learning, mistakes, and successes when dealing with the school's past, whether in international, national or local networks. The desired outcome is to enhance the debate about the place of the past and the present of the school in the construction of a more democratic and citizen society

This article seeks to reflect on the constitution of memory spaces in Portuguese-Brazilian educational institutions between the end of the 20th century and the beginning of the 21st. We present examples of "places to remember" of school "remains" established in the Northeast region of Brazil and in Portugal, followed by some reflections on the challenges that are imposed on the educational heritage. There are school heritage practices that cross the ocean and many others specific to the uniqueness of each country's history, dialoguing directly with educational institutions that establish the purposes of memory in the construction of the safeguarded and exposed past. On the one hand, in Portugal, museums and the works of school subjects themselves are to be highlighted; on the other, in the Northeast of Brazil, the number of memorials of the network of federal institutes grows, in addition to memory centers and projects linked to research groups in the area of History of Education. The study points to the need for a greater exchange of experiences, learning, mistakes, and successes when dealing with the school's past, whether in international, national or local networks. The desired outcome is to enhance the debate about the place of the past and the present of the school in the construction of a more democratic and citizen society

This article seeks to reflect on the constitution of memory spaces in Portuguese-Brazilian educational institutions between the end of the 20th century and the beginning of the 21st. We present examples of "places to remember" of school "remains" established in the Northeast region of Brazil and in Portugal, followed by some reflections on the challenges that are imposed on the educational heritage. There are school heritage

practices that cross the ocean and many others specific to the uniqueness of each country's history, dialoguing directly with educational institutions that establish the purposes of memory in the construction of the safeguarded and exposed past. On the one hand, in Portugal, museums and the works of school subjects themselves are to be highlighted; on the other, in the Northeast of Brazil, the number of memorials of the network of federal institutes grows, in addition to memory centers and projects linked to research groups in the area of History of Education. The study points to the need for a greater exchange of experiences, learning, mistakes, and successes when dealing with the school's past, whether in international, national or local networks. The desired outcome is to enhance the debate about the place of the past and the present of the school in the construction of a more democratic and citizen society

This article seeks to reflect on the constitution of memory spaces in Portuguese-Brazilian educational institutions between the end of the 20th century and the beginning of the 21st. We present examples of "places to remember" of school "remains" established in the Northeast region of Brazil and in Portugal, followed by some reflections on the challenges that are imposed on the educational heritage. There are school heritage practices that cross the ocean and many others specific to the uniqueness of each country's history, dialoguing directly with educational institutions that establish the purposes of memory in the construction of the safeguarded and exposed past. On the one hand, in Portugal, museums and the works of school subjects themselves are to be highlighted; on the other, in the Northeast of Brazil, the number of memorials of the network of federal institutes grows, in addition to memory centers and projects linked to research groups in the area of History of Education. The study points to the need for a greater exchange of experiences, learning, mistakes, and successes when dealing with the school's past, whether in international, national or local networks. The desired outcome is to enhance the debate about the place of the past and the present of the school in the construction of a more democratic and citizen society

<https://rebiunoda.pro.baratznet.cloud:38443/OpacDiscovery/public/catalog/detail/b2FpOmNlbGVicmF0aW9uOmVzLmJhcmF0ei5yZW4vMzYwOTA2NTI>

Título: "Com o mar por meio": patrimonialização escolar em instituições educativas luso-brasileiras electronic resource].]

Editorial: 2023

Tipo Audiovisual: Espaços de memória escolar História da Educação Luso-Brasileira Patrimonialização escolar Patrimônio Educativo Espacios de memoria escolar Historia de la Educación Luso-brasileña Patrimonialización escolar Patrimonio Educativo School memory spaces History of Portuguese-Brazilian Education School patrimonialization Educational Heritage L'espace de mémoire L'histoire de l'éducation luso brésilienne Patrimonialisation scolaire Patrimoine éducatif

Documento fuente: História da Educação, ISSN 2236-3459, Vol. 27, N°. 62, 2023

Nota general: application/pdf

Restricciones de acceso: Open access content. Open access content star

Condiciones de uso y reproducción: LICENCIA DE USO: Los documentos a texto completo incluidos en Dialnet son de acceso libre y propiedad de sus autores y/o editores. Por tanto, cualquier acto de reproducción, distribución, comunicación pública y/o transformación total o parcial requiere el consentimiento expreso y escrito de aquéllos. Cualquier enlace al texto completo de estos documentos deberá hacerse a través de la URL oficial de éstos en Dialnet. Más información: <https://dialnet.unirioja.es/info/derechosOAI> | INTELLECTUAL PROPERTY RIGHTS STATEMENT: Full text documents hosted by Dialnet are protected by copyright and/or related rights. This digital object is accessible without charge, but its use is subject to the licensing conditions set by its authors or editors. Unless expressly stated otherwise in the licensing conditions, you are free to linking, browsing, printing and making a copy for your own personal purposes. All other acts of reproduction and communication to the public are subject to the licensing conditions expressed by editors and authors and require consent from them. Any link to this document should be made using its official URL in Dialnet. More info: <https://dialnet.unirioja.es/info/derechosOAI>

Lengua: Portuguese

Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es