

Preface

This eBook brings together the best articles presented at the “5th International Conference on Sexuality and Sexuality Education (5th CISES): Interaction, Interdependence and Intersectionality”, and, for this reason, they are written in English, Portuguese or Spanish. The purpose that unifies the selection of these articles, submitted to a blind peer review, is the study of sexuality as an interdisciplinary theme that unfolds in several areas of research and intervention, including sexuality education.

The theme of this eBook reflects one of the main current controversies in sexuality and sexuality education, by assuming as a central concern (re) thinking the ways of conceptualizing, working and investigating the implications of interaction, interdependence and intersectionality in social relations in this area.

Kimberlé Crenshaw (1991) gave rise to the concept of intersectionality as a theoretical framework to conceptualize a comprehensive analysis mode for the studies of women, gender and sexuality, when considering that aspects of a person's social and political identities, such as sexuality, sex, gender, race/ ethnicity, age, social class, religion, physical appearance, among others, are mutually constituting intersectional structures. People experience these multiple aspects of identity simultaneously and the meanings of different aspects of identity are shaped by each other, combining to create different modes of discrimination and privilege (Cole, 2009; Puar 2012). These overlapping identities can be both empowering and oppressive (Ferber, 2009; Holley, Mendoza, Del-Colle, & Bernard, 2016; Zinn, & Dill, 1996). Collins (1991, 2015) developed a strong intersectional structure through her discussion of race, gender and sexuality, in her historical analysis of representations of black sexuality in the United States. The researcher shows, for example, how contemporary white American culture erotizes black men and black women, explaining that at the historical root of this conception lies the often forced sexual reproduction

among slaves for the financial benefit of plantation owners, despite these owners reformulate these coercion and rape as evidence of the “natural” and uncontrollable sexuality of the people of the African continent. Collins (1998, 2000, 2007, 2010, 2012, 2015) is an outstanding researcher in the discussion of the definition of intersectionality and the dilemmas that arise in this discussion.

Thus, an intersectional analysis requires a particular way of thinking about identity, that is, it is impossible to continue to analyse identity as determined by a single social marker, for example gender, or by an additive model of identities. Intersectionality refers, as already explained, to the mutually co-constitutive nature of multiple aspects of identity. This is the challenge posed to the readers of this eBook, entitled “Interaction, Interdependence and Intersectionality in Sexuality and Sexuality Education: (In) Visibilities and Challenges in Research and Practice”, when reading and critically reflecting on the investigations and practices included in it.

The first part of this eBook, entitled “Interaction, Interdependence and Intersectionality in Sexuality Education” includes eight chapters. In the first chapter, Sarah Riley argues that postfeminism “offers to any young woman who is prepared to work for it, the enticing possibility of being sexy, strong, confident, entrepreneurial and desirable, which is associated with neoliberal ideals of citizenship and with the wider cultural values of gender equality” (p.4). In the last part of the chapter, reviewing research in education, she examines how young women make sense of themselves and their sexuality in this postfeminist scenario, which the author assumes as complex and often contradictory. In the second chapter, Enrique Javier Díez Gutiérrez argues that video games are exerting a powerful influence in shaping the collective imagination of future generations, and shows that a good part of these video games tend to promote violence as a conflict coping strategy, competitiveness and victory as indisputable goals or the contempt for weak or different people, arguing the author that the school, the family and society in general, cannot remain passive seeing this model of socialization. In the third chapter, Félix López Sánchez presents the

models of sexuality education at school and a specific proposal of the Biographical and Ethical Model, in the context of the Integral Model, clarifying the functions that the family, the school and the health professionals should have. In the fourth chapter, Paula Regina Costa Ribeiro starts with the Sexuality and School Research Group (Gese), from the Federal University of Rio Grande - FURG / Brazil, to present one of her actions, the Cultural Exhibition on Sexual and Gender Diversity, in order to analyse and discuss poetry and drawings as resistance strategies. In the fifth chapter, Jorge Gato analyses the National Study on the School Environment (ENAE), conducted in 2016/2017 in Portugal, revealing that many LGBTI young people perceive the school as an unsafe place, in which insults and other discriminatory behaviours are frequent. The author also gave a voice to the young people themselves through a qualitative analysis of their reports. In the sixth chapter, María Victoria Carrera-Fernández presents a critical analysis of Trans-Exclusive Radical Feminism and proposes the development of a transinclusive and Queer feminist educational practice as a privileged tool for questioning the sex-gender-sexual orientation categories. In the last two chapters of this part of the eBook, the authors focus their studies on sexuality and well-being in old age. Thus, in the seventh chapter, Sofia von Humboldt analyses sexual well-being from the perspective of older adults and examines the potential explanatory mechanisms of a sexual well-being overall model. In the eighth chapter, Feliciano Villar, Montserrat Celdrán, Rodrigo Serrat and Josep Fabà present the results of two studies on the attitudes and reactions of professionals working in nursing homes facing situations of a sexual nature that occur in them, and point out possible practical implications of results and courses of action to improve care in the field of sexual rights and needs of the elderly people.

The second part of the eBook, entitled “Sexuality, Health and Human Rights”, consists of three chapters. In the first chapter, Carla Bernardett Santos and Rute F. Meneses systematize the scientific literature on sexual satisfaction, in order to facilitate the design of new studies necessary for health professionals to understand and promote sexual satisfaction throughout the life cycle. In the second chapter,

Fernanda Lyrio Heinzelmann, Mariana Fagundes de Almeida Rivera and Ianni Regia Scarcelli start from the concept that gender reveals power relations established historically and socially, to discuss how this concept is articulated in the public policies of the Ministry of Health in Brazil, for example in the National Policy for Comprehensive Health Care for Women and the National Policy for the Comprehensive Health of Lesbians, Gays, Bisexuals, Transsexuals and Transvestites, and what are the consequences of the absence of a conceptual debate on gender in these policies. In the third chapter, Pedro Raimundo Mathias de Miranda, Cleusa Suzana Oliveira de Araujo, Teresa Vilaça, Carlos Alberto de Oliveira Magalhães Júnior and Graça Simões de Carvalho discuss the feeling of protection and / or vulnerability of high school students from two schools in Manaus, Brazil, in relation to HIV / AIDS, showing that the feeling of protection or vulnerability to HIV / AIDS depends on several factors, among them, knowledge about HIV / AIDS, but that it is not the only factor or the most important.

The third part of the eBook, entitled “Sexuality, Gender, Diversity and Inclusion” consists of five chapters. In the first chapter, Laura Canha and Alexandra Oliveira, based on previous studies that show that homosexual relations in prisons have been considered a coping mechanism to deal with the deprivations of imprisonment, talking about a situational homosexuality and reproducing heteronormativity, investigate the perceptions of inmates with loving connections about their involvement, specifically motivations, gender roles, dynamics and the meanings of relationships. In the second chapter, Patrícia de Oliveira e Silva Pereira Mendes and Gisele Adriana Maciel Pereira investigate the meanings attributed by educators to the dispute expressed in the National Education Plan of Brazil 2014/2024 in removing the social markers of difference, showing that the majority of educators understand the school as a space that needs to dialogue and emphasize the promotion of equality, in the direction of overcoming inequalities. In the third chapter, Camila Rocha Cardoso, and Elenita Pinheiro de Queiroz Silva map and reflect on the production of doctoral theses, from teaching and research

institutions in Brazil, which dealt with the theme body, gender and sexuality in Early Childhood Education, and demonstrate that issues related to the body that are intertwined with gender and sexuality have been addressed in the Brazilian national scene. According to the authors, this is of paramount importance for the production of knowledge in view of the political and social context that is currently experienced in Brazil, in which increasingly heated debates emerge about conflicts and perspectives on working with this theme, with children in Basic Education. In the fourth chapter, Fabiani Caseira, Joanalira Magalhães and Paula Regina Ribeiro, based on feminist and gender studies, in their poststructuralist perspective, analyse narratives of some project coordinators approved in the National Council for Scientific and Technological Development contest (CNPq), “Girls and Youth Doing Exact Sciences, Engineering and Computing”. The authors discuss an investigation, rich in evidence, that shows that the majority of interviewees felt the need to make visible the actions carried out in the projects, encouraging discussions about gender and science, with the partnerships established and the sorority between the researchers being considered by them as important aspects for the continuity of the actions, even after the validity of the Project. In the fifth, and last chapter, Sirlene Mota Pinheiro da Silva discusses the construction of the body of Brazilian women and their place in the national identity. Her analysis of the work of Gilberto Freyre (1989), *Casa-Grande & Senzala*, shows that since the beginning of Brazilian history, the colonizer was responsible for defining the anatomical and aesthetic-bodily qualities of women, according to their criteria and sexual preferences. The author's reflections on the popular saying “White woman to marry, mulatto woman to fuck and black woman to work”, makes her mobilize again the work of Freyre who referred that the mulatto woman, the genuine mark of the Brazilian woman, voluptuous and sensual was preferred to calm the desires and pleasures of the colonizer 's body, "male and white", leaving racist and sexist representations, as well as sexuality and the female body in Brazilian historiography.

The fourth part of the eBook, entitled “Body, Eroticism and Sexuality”, consists of four chapters. In the first

chapter, Ana Cláudia Bortolozzi and Tamires Giorgetti Costa resort to a case study to discuss the need for interventions in sexuality education to minimize situations of exclusion of the “fat body”. The authors show that the “fat body” can generate emotional and social conflicts related to self-image and sexuality, since the experience of the fat body stigma goes beyond the deviation from aesthetic standards, as it influences the construction of subjectivity and makes the experience of sexuality complex. In the second chapter, Laís Landes Monteiro and Alexandra de Gouvêa Vianna discuss, from a psychoanalytic perspective, the role of pornography in the construction of desires, discourses and subjectivities. Discussing the duality between autonomy and freedom of speech versus hate speech, the authors do not intend to present a solution to what should be done with pornography, but rather to raise questions and encourage debate on violence against women and the subjective field in that it settles down. In the third chapter, Caroline Amaral Amaral, Paula Regina Costa Ribeiro, and Suzana da Conceição de Barros present an investigation about sexting in university students in southern Brazil, showing that, in their investigation, sexting is practiced as a form of seduction, however, students understand that the non-consensual sharing of their content would influence their academic performance. In the fourth chapter, Patrícia Damiana de Oliveira Pereira Soares, Adrienne Kátia Savazoni Morelato and Paulo Rennes Marçal Ribeiro analyze the short story “Under the Stars” by Júlia Lopes de Almeida published in 1903, to show that it is already a text that subverts the logic of patriarchy, dealing with the subject of female sexuality that was not usual for the literature of that historical period.

The fifth part of the eBook, called “Sexuality Education and Teacher Training” includes thirteen chapters that show different perspectives of research in sexuality education. In the first chapter, Marcia de Freitas Brys, Sonia Maria Martins de Melo and Rui Marques Vieira present an investigation carried out in three independent community radios in Portugal, showing that these radios have programs with awareness project indicators related to sexuality education, and can contribute in this way for the development of listeners' emancipation processes through the

development of their critical thinking. In the second chapter, Virginia de Souza Campos and Isabela Custódio Talora Bozzini analyze the research published in the SciELO database (2008-2018) in relation to trends, continuities and ruptures in the relationship between gender and science education, and show that university education has not yet been able to change the gender stereotypes that permeate the scientific field, revealing gaps that need to be investigated and reflected in new proposals for teacher training. In the third chapter, Raquel da Veiga Pacheco, Sonia Maria Martins de Melo and Lourival José Martins Filho analyze the contributions of academic productions, in the institutionalization and consolidation of knowledge in the area that subsidize regular formal education and the in-service training of educators, carried out in the Postgraduate Program in Education of the University of the State of Santa Catarina in the Southern Region of Brazil, showing that there is a preponderance of an emancipatory pedagogical approach to sexuality education. In the fourth chapter, Juliana Matos and Rinaldo Correr analyze the themes that are being studied in relation to sexuality education, gender issues and teacher training in two special editions of the *Ibero-American Journal of Education Studies (Sexuality, Gender and Sexuality Education in debate and 15 Years of the Sexuality Studies Nucleus: From Research Group to Postgraduate Program)*, showing that there is a predominance of studies that address the current public debate on sexuality education, namely the new challenges faced in face of the growing wave of the conservative discourse. In the fifth chapter, Lidia Andrade and Elenita Pinheiro de Queiroz identify the types of family configurations represented in a set of Science Textbooks, in the chapters entitled "Family", from the early years of Elementary Education, showing that in these books there are contents and images that convey hegemonic notions of the idea of family, which show the importance of promoting discussions both about what the Brazilian Federal Constitution affirms and about the resistance and proposals in circulation through the textbook and science teaching in the Brazilian context. In the sixth chapter, Sônia Gomes and Isabel Chagas analyze the effects of the realization of Learning Scenarios using digital technologies on the knowledge and attitudes of students in the 2nd cycle

of Basic Education about gender roles, showing that, in the sample under study, the Learning Scenarios were motivating and well received by students, promoting meaningful learning, encouraging problematization, collaborative work, reflection, creativity and the development of skills in relation to the topic and digital technologies. In the seventh chapter, Sofia Feitor, Catarina Rêgo, Vitor Silva, Daniela Gomes, José Lima, Ana Paula Cantante and Maria José Peixoto show how the health planning steps were implemented (situation diagnosis, setting priorities, setting goals, selection strategies, elaboration of programs and projects, preparation of execution, execution and evaluation), with 7th grade students, showing that it is possible to apply, in practice, the stages of health planning, outlining a project suitable to the population and their problems / health needs. In the eighth chapter, Sirlene Mota Pinheiro da Silva and Zeila Sousa de Albuquerque discuss the results of an experience obtained in the in-service training course "Gender and Sexuality at School - GSE", from the Federal University of Maranhão, in the semi-presential modality, discussing how the course provided a reflection on topics involving gender and sexuality issues. In the ninth chapter, Eugénia Aragão, António Rodrigues, Rita Araújo, Graça Pereira and Teresa Vilaça discuss the potential of a project, implemented in the subject of Citizenship and Development in the 7th grade classes of the school, which aims to develop students' skills in the area of communication and of emotions, skills that are described in the citizenship education strategy and in the profile of students who finish compulsory education. According to the authors, there was the development of global health promotion skills in most of the students involved and, more specifically, personal and social skills which are crucial to the experience of a healthy sexuality, such as respect for others and differences, assertiveness, self-esteem and commitment to health promotion. In the tenth chapter, Jéssica K. Marques, Virginia S. Campos and Isabela CT Bozzini analyze the approaches related to sexuality in the Teaching of Natural Sciences through a bibliographic survey in the *Revista de Ensino de Biologia (REnBio)* of the Brazilian Society of Biology, showing that there are Medical / Biologizing, Incipient Politics and Critical Politics approaches to sexuality,

which implies, according to the authors, the need to overcome the Medical / Biological Approach in Science and Biology Teaching and a greater commitment to Justice and Social Transformation. In the eleventh chapter, Camila Rocha Cardoso and Elenita Pinheiro de Queiroz Silva analyze the Common National Curriculum Base in the stage of Early Childhood Education (2018), an official document approved by the current Minister of Education, characterizing the creations on body, gender and sexuality in order to identify the sayings and silences on this theme in the curriculum proposal for Early Childhood Education. According to the authors, this analysis shows that the curriculum documents are part of the speeches related to the Brazilian political and social context, marked by a growing conservative and moral wave, with numerous manifestations contrary to actions focused on human rights and discussions on gender and sexuality, which constitute the main challenges and perspectives to be discussed in Basic Education and in teacher education for Early Childhood Education. In the twelfth chapter, Marília Frassetto de Araujo and Célia Regina Rossi discuss the interactions between children, as well as children and teachers, seeking to identify transgressions and submissions to gender norms and standards established by the school community, and how the processes of gender construction and deconstruction by children aged 4 to 6 years old in Piracicaba, SP – Brazil are elaborated. Finally, in the thirteenth chapter, Sirlene Mota Pinheiro da Silva, Tatiane da Silva Sales and Zeila Sousa de Albuquerque discuss gender and sexuality relations in the discussions of the Study Cycle of the Study and Research Group on Gender and Sexuality in Educational Practices - GESEPE of the Federal University of Maranhão and in academic productions, of which the following stand out: the Gender and Sexuality Research Project in Maranhenses Educational Practices, developed with the support of the Maranhão Foundation for Research and Technological Development - FAPEMA, and the Course of Extension Gender and Sexuality at School - GSE.

In the sixth part of the eBook, called “Current Challenges in Research on Sexuality”, five investigations are presented focusing on emerging and

little investigated areas of human sexuality. In the first chapter, Solange Aparecida de Souza Monteiro, Maria Regina Momesso, Monique Delgado and Paulo Rennes Marçal Ribeiro analyse the relationship of the military regime resulting from the 1964 Coup d'État in the Literature, specifically that of erotic and sexual content that, according to the authors, was one of the forms of resistance to the regime and its policy of censorship, which in all its forms allowed the maintenance of a discourse of freedom within novels and poems. In the second chapter, Rute F. Meneses presents a systematic review of national literature on spirituality and sexuality in the elderly, showing important data on the sexuality of Portuguese elderly people and their correlates, with clear educational and clinical implications, but did not provide information on the relationship of this with spirituality. In the third chapter, Carla Bernardett Santos, Ana Carina Peixoto and Rute F. Meneses analyze the relationship between sexual satisfaction and personality traits, and whether personality traits predict sexual satisfaction, in a sample of higher education students. The authors show that personality traits are correlated and predicted the dimensions of sexual satisfaction, with significant correlations between Neuroticism (negative) and Extroversion (positive) and the Centering on the Self and Total Sexual Satisfaction, standing out that Extroversion was the best predictor. In the fourth chapter, Ana Carina Peixoto, Carla Bernardett Santos and Rute F. Meneses check if there is a relationship between the dimensions of personality and the search for sexual sensations, in a sample of students from three higher education institutions in Northern Portugal. They found that there were statistically significant correlations between personality dimensions and the global score on the Sexual Sensation-Seeking Scale, as well as with eight of the items on the scale. The authors state that the results suggest the relevance of studying the relationship between personality and the search for sexual sensations, as a contribution to sexual education in this population. In the fifth chapter, Luis Felipe Hatje, Paula Regina Costa Ribeiro and Joanalira Corpes Magalhães analyze legal documents about the entry of trans people in the Armed Forces of Brazil, showing that the documents observed enable the entry and remain of subjects in the Armed Forces and

recommends that institutions establish functions compatible with the gender of which these subjects identify themselves, as well as recommend that the Armed Forces implement programs to combat discrimination based on gender.

This eBook ends, in the seventh part, with a set of six "Reports of Practices in Sexuality Education" that show a true integration between the theory in sexuality education and sexuality and the practices of sexuality education carried out in contexts from pre-school education to University education. In the first chapter, Judite Zamith-Cruz and Ana Filipa Gomes present an account of practices carried out in the 1st year of an Education Course, in the context of the "Introduction to Educational Psychology" course, in the "relationship" topic. In this topic, the authors applied a pedagogical approach based on the exchange of arguments, with the method of permanent comparison between types of love. Throughout the description of the learning process, the authors show how successful the practices were. In the second chapter, Isabel Oliveira Florindo presents the perceptions related to the sexuality education of people with disabilities by a psychologist from a non-profit organization, which currently offers specialized care to people with physical, intellectual or multiple disabilities, through the Educational and Therapeutic areas. The description presents a sequence of very rich sexuality education projects, centred both on children, adolescents and adults with disabilities, and on professionals (teachers, assistants, physiotherapists, speech therapists and occupational therapists) and family members to promote intentional sexuality education in people's daily lives with disabilities. In the third chapter, Ana Cunha describes and analyses the class projects of a Group of Schools in the north of Portugal, in which students debate the themes / problems that most concern them regarding their physical, social and mental well-being, guided by teachers from each class council. At the end of the project, students produce a short video per class with the final summary of the project carried out throughout each school year, to be disseminated during the Youth Seminar, on an annual basis. The author stresses that both the development of the project and the final video produced are co-created by the students of each class,

with adults from the school and the community that students consider relevant to help to solve the problem related to health promotion. In her view, this co-creation process leads to a greater openness of students to expose problems and seek support at school for the respective resolution. In the fourth chapter, Judite Zamith-Cruz and Ana Filipa Gomes critically analyse a pedagogical approach used in a module of the subject Adult Psychology of the Master of Education Course, in the area of specialization of Adult Education and Community Intervention, at the University of Minho. In this module, the pedagogical strategy breaks down, emotionally and cognitively, "negative affect", by asking questions about the way people feel, think and act and answering those questions using scientific knowledge, based on the creation of a "scientific community". According to the authors, the main value of this pedagogical practice is that students understand their practices and the events they are faced with. This book closes with a golden key, giving voice to two inspiring reports of practice developed at the Portuguese Instituto de Apoio à Criança (Institute of Child Support). In the fifth chapter, Vera Abecasis, Ana Lourenço, Anabela Reis, Inês Agostinho and Melanie Tavares describe the project "A Discovery of Being...", which emerged shortly before sexuality education became mandatory in Portuguese schools, with the intention of filling gaps in the training of education professionals and to become a reference in supporting these professionals to promote an integrated approach to sexuality in the classroom. The authors also describe a project of three sessions with each class, starting from a first one whose methodology serves as a needs assessment, which is designed for all teaching cycles (1st cycle of basic education to secondary education). Most of the students and adults involved evaluated this project very positively. In the sixth and final chapter, Ana Lourenço, Anabela Reis, Vera Abecasis, Inês Agostinho and Melanie Tavares describe the work of the Instituto de Apoio à Criança (the Child Support Institute) in the creation of "Mirror, I...", an online page where news, texts, videos and national interviews among other content related to gender in childhood, to provide a formative and informative response not only to LGBTQ + children, but also to those around them (families, teachers and other professionals). The

authors also described the project “Leave the toys alone, they are not for girls or boys!” which was born in 2016 and was implemented with children from kindergarten and 1st cycle of basic education, families and professionals from the districts of Lisbon, Beja and Guarda in Portugal.

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Interação, Interdependência e Interseccionalidade em Sexualidade e Educação Sexual

(In)visibilidades e desafios em investigação e prática



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