



Conceiving Teaching and Learning Processes: Fostering Curricular Contextualization Practices

Carlinda Leite, Preciosa Fernandes, Ana Mouraz, Carla Figueiredo

Faculty of Psychology and Educational Sciences (Portugal)

carlinda@fpce.up.pt; preciosa@fpce.up.pt; anamouraz@fpce.up.pt; cfigueiredo@fpce.up.pt

Assuming education as one of the main processes that foster the human development [1], there has been a constant concern with this process throughout times. Therefore, education evolved and changed along with societies, being that nowadays education is seen as a process involving different kinds of knowledge meaningful for individual and fostering their growth [2].

Also, education frequently evolved slower than societies which causes a ditch between what is demanded and what is offered, fact that motivated the search for better and improved educational methodologies able to overcome this situation and to transform school contents in order for them to be interesting and close to students, useful and applicable in everyday life situations.

This has contributed to a quest for innovative practices of teaching and learning that behold tools for the development of productive environments that address educational contents and situations creatively and meaningfully for students and teachers at the same time that respects political guidelines and respond to society demands. This search enabled the attention **to Curricular Contextualization**.

Curricular Contextualization is a set of practices and methodologies used to introduce innovative approaches in curriculum development in order to make it more understandable and interesting to students, enabling them to see it as useful and meaningful in their lives outside school environment, promoting success [3] [4] [5] [6].

It is an innovative process given that educational discourses are currently discovering it. Nevertheless, it is an “ancient” process in that it combines a number of methods and work modes frequently performed in schools and classrooms that are now rediscovered.

This paper is dedicated to the process of **Curricular Contextualization** as a potentially successful teaching and learning methodology that offers some alternatives for worn out pedagogical approaches. It presents some conclusions drawn from data collected with secondary education teachers in a research concerning contextualization processes now in development.