



Scaffolding in Teachers Development:  
Mentoring and Mentors in Induction Programs

E-mentoring como uma abordagem inclusiva  
à saúde mental e bem-estar

# Mente, Cérebro e Educação



CATOLICA  
INSTITUTO DE CIÊNCIAS DA SAÚDE

LISBOA-PORTO

**Joana Rato**

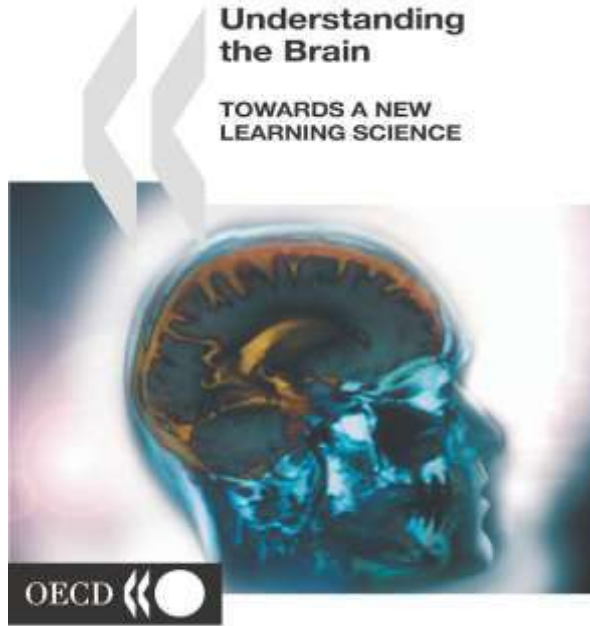
[joana.rato@ucp.pt](mailto:joana.rato@ucp.pt)



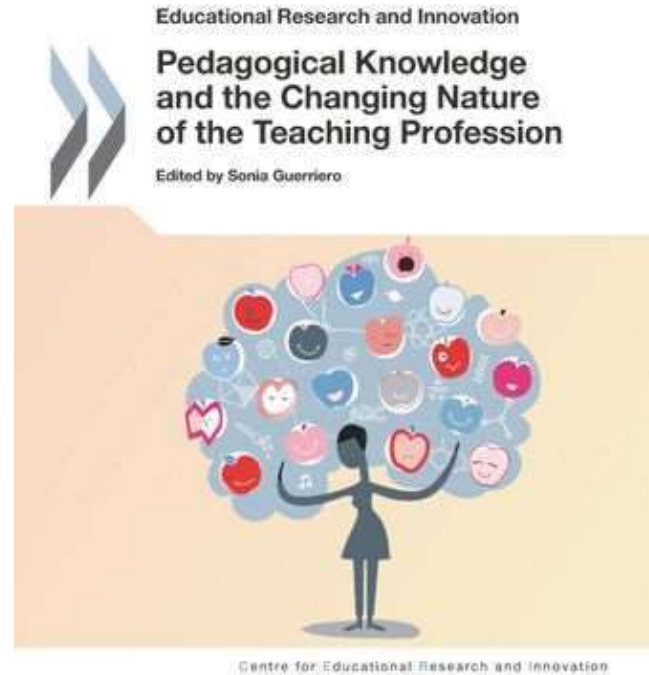
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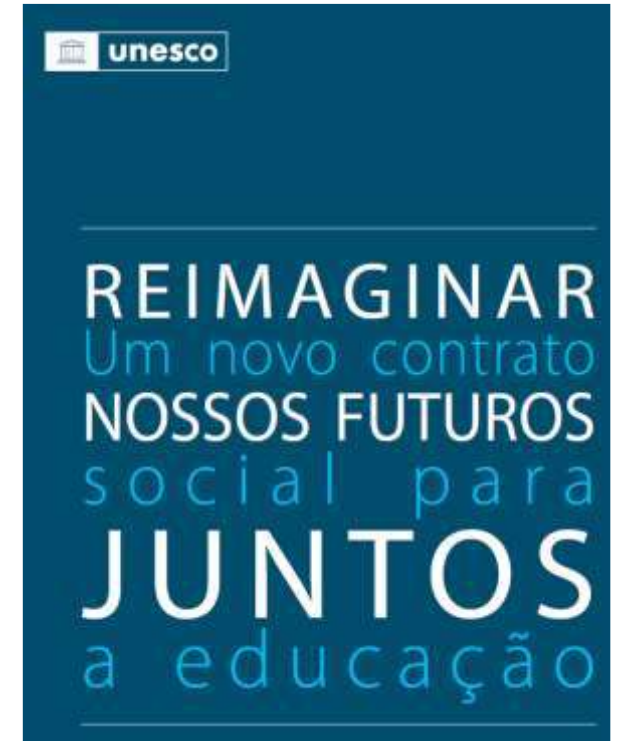




2002

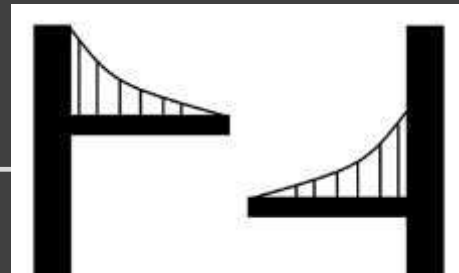


2017



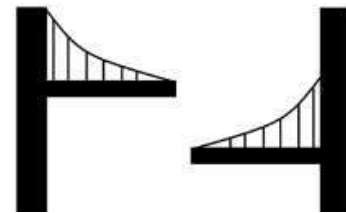
2023

NEUROCIÊNCIAS



EDUCAÇÃO

NEUROCIÊNCIAS



EDUCAÇÃO

Onde começam os entraves?



*Jargão*



*Comunicação*  
*Formação*  
*Referenciação*  
*Investigação*





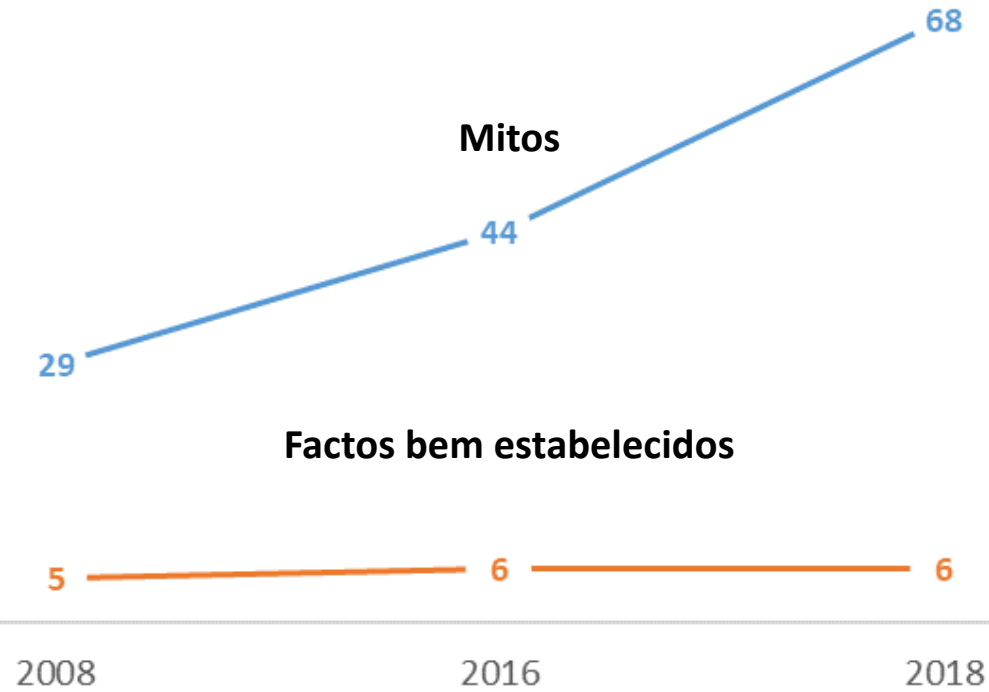
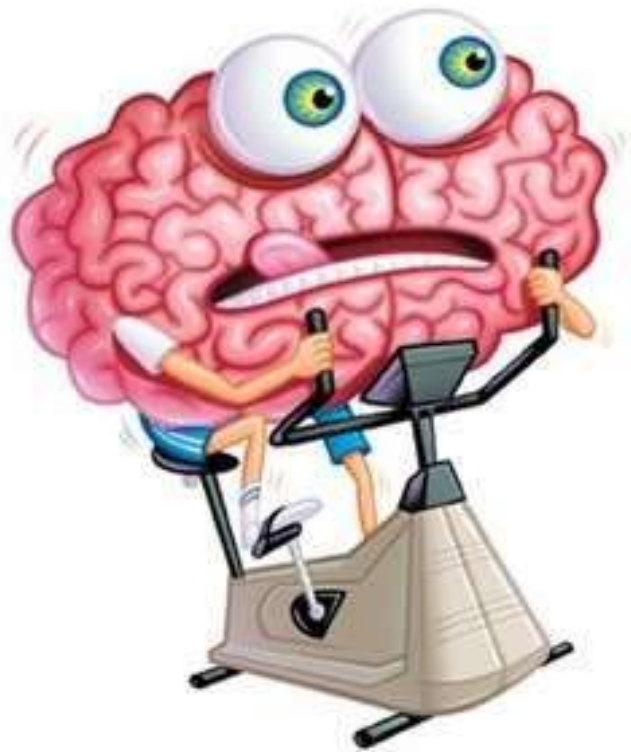
# Ciências que estudam a aprendizagem



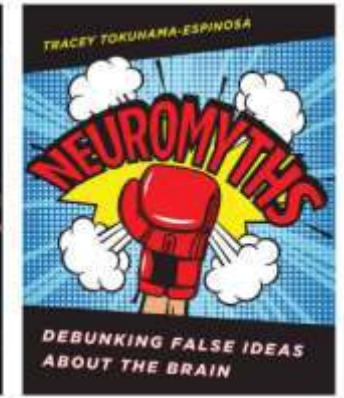
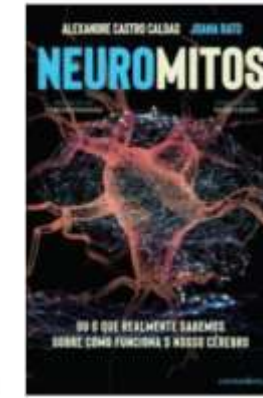
Baseado no esquema de Tokuhamas-Espinosa, cit. In Rato (2023)



- Inteligência
- Estrutura e arquitetura do cérebro
- Ensino e aprendizagem
- Desenvolvimento humano
- Ambientes de aprendizagem
- Relação mente-corpo
- Memória e atenção
- Linguagem



(Tokuhama-Espinosa, 2018)





- Qual a presença do conhecimento neurocientífico no currículo dos cursos de L. Educação Básica?
- Que livros de divulgação científica existem publicados em português (variante europeu)?



## Looking for the Brain Inside the Initial Teacher Training and Outreach Books in Portugal

Joana R. Rato\*, Jorge Amorim and Alexandre Castro-Caldas\*

Centre for Interdisciplinary Research in Health, Institute of Health Sciences, Universidade Católica Portuguesa, Lisbon, Portugal

The fascination with brain research is widespread, and school teachers are no exception. This growing interest, usually noticed by the increased supply of short-term training or books on how to turn the brain more efficient, leads us to think about their basic training and outreach resources available. Little is known about what the official Initial Teacher Training (ITT) offers concerning the brain literature and if it meets scientific standards. Also, what are the science communication materials that teachers can access to learn about the developing brain remain undiscussed. First, we examined the ITT courses taught in Portuguese Higher Education, both in public and private institutions, to identify the syllabus with updated neuroscientific knowledge. Second, we searched for the neuroscience-related books published in the last 6 years through the National Library of Portugal database. Thirty ITT courses and 35 outreach publications were reviewed through a rapid review methodology. Our results showed an absence of curricular units indicating in their programs that brain research, and its relationship with learning, would be taught in a representative and updated way. In contrast, the number of brain-related books for educators increased in Portugal, corroborating the demand for this field of study by these professionals. Based on the literature that shows how misunderstandings about the brain have increased in school contexts, our discussion recognizes that science outreach could be a way to increase the scientific literacy of school teachers with the research community working more in this direction, but, since a previous problem seems to be unsolved, there is an urgent need for specialized attention to the development of training curricula for future kindergarten and elementary school teachers.

**Keywords:** syllabus, teacher training courses, neuroscience education, outreach books, mind, brain, and education, rapid review

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CONICET Institute of Basic, Applied  
and Technology Psychology  
(IPSIBAT), Argentina

#### \*Correspondence:

Joana R. Rato  
joana.rato@ucp.pt  
Alexandre Castro-Caldas  
acaastrocaldas@ucp.pt

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# Desafios atuais e futuros na educação

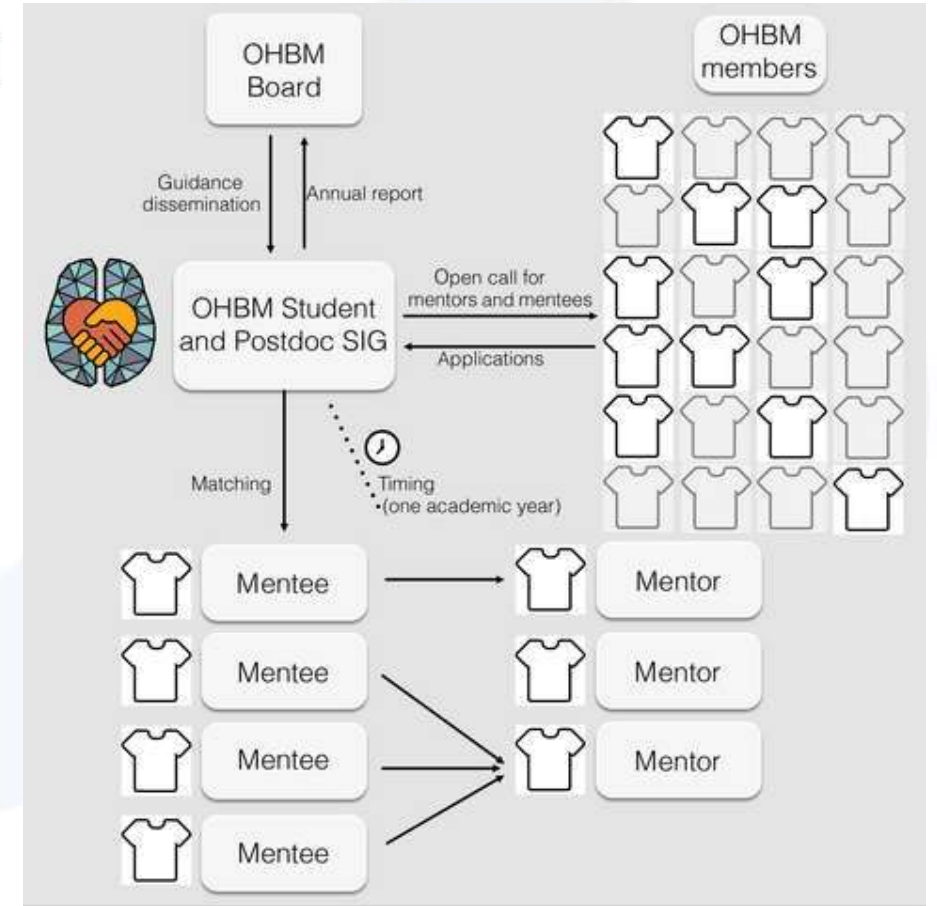
- **Mentoria** focada na partilha de experiências e conhecimento dentro da especialidade.
- **Assessoria** representa o envolvimento de diferentes especialistas (essencial para projetos multidisciplinares).



# Establishing online mentorship for early career researchers: Lessons from the Organization for Human Brain Mapping International Mentoring Programme



*A orientação por meio de discussões guiadas por especialistas pode ser um incrível acelerador de carreira. A ciência é colaborativa, criativa e depende fortemente do elemento humano - o que torna a tutoria parte integrante da pesquisa.*







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Invited Special Issue Submission

## “UNIFIED”: Bridging the Researcher–Practitioner Divide in Mind, Brain, and Education

Michael H. Hobbiss ✉, Jessica Massonnié, Tracey Tokuhama-Espinosa, Alastair Gittner, Mónica Arson de Sousa Lemos, Alice Tovazzi, Charlotte Hindley, Sharon Baker ... [See all authors](#) ▾

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### ABSTRACT

Mind, Brain, and Education (MBE) science is by definition transdisciplinary. However, the communication and collaboration between constituent disciplines needed for true transdisciplinarity remains relatively rare. Consequently, many of the potential benefits of MBE science remain unrealized for parties on all sides of the discipline. The present commentary first conducts an analysis of the current strengths, weaknesses, opportunities, and threats of transdisciplinary partnerships in MBE. A new, free, and international web platform (“UNIFIED”) is then proposed to broker relationships between researchers and teachers within schools. This website would allow users to form collaborations based on a system of tags indexing their research interests as well as practicalities such as their location. Such a website appears well placed to realize many of the opportunities, and mitigate the threats and weaknesses, of transdisciplinary MBE research. The article concludes with an appeal to interested researchers and schools to contribute to the development of the project.





# Grupo de trabalho Mente, Cérebro e Educação



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