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## Physics Education from a decolonial perspective: a case study with the Brazilian curriculum

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The educational process is characterized as a set of pedagogical actions developed for a particular social group and provided with intentionality. In this sense, every pedagogical action involves an intention, which transfers and reproduces cultural patterns that materialize in social values and traditions. In this context, the postmodern decolonial thinking discussed by Quijano (2019), Mignolo and Walsh (2018), and Abdi (2011) are inserted, as well as the epistemological aspects given by Santos (2020). Thus, with this paper, we seek to present a case study developed in Brazil about the colonial influences that manifest themselves in the science curriculum of the State of São Paulo, Brazil, taking Physics as the context for analysis. For that, we used as a method of analysis the Discourse Analysis given by the perspective of Pêcheux (2015) about the ideological construction of the discourse. As preliminary results, we identified that the absence of an original Brazilian structure for the construction of the analyzed curriculum corroborates the perspectives of a form of colonization characterized by us as at the primary level, that is, epistemic.

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