



# GIREP-EPEC

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## Aspects of Physics Education and the role of autochthonous cultures in the São Paulo State curriculum

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This abstract aims to present an excerpt from a study on the aspects of Physics Education that stand out in the high school curriculum of the State of São Paulo, Brazil, considering the main category of autochthonous cultures based on epistemic colonization. To this end, the Physics curriculum of the high school of the State of São Paulo, Brazil, is used as a source of information. The methodology of analysis was discursive analysis from the French perspective. There is not much presence of Latin American autochthonous cultures in the studied curriculum, which is a characteristic of the process of epistemic colonization.

### Education level

Age 15-18 (Secondary education)

### Physics topic

Full curriculum

### Research focus

Students' identity, inclusion and wellbeing

### Research method

Educational design research (Qualitative research)

### Organizing preference criteria

Research focus

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