



# ***FOLLOWING TEACHING***

## **TEACHING OF FITNESS MANAGEMENT IN A CUSTOM SERVICE STUDIO**

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PRODUCT RELATED TO DISSERTATION RESEARCH

Fitness management in studio personalized service: teaching and crafts

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## PRESENTATION

The interest in researching fitness management emerged from the absence of this content in my training. Having finished the Extended Full Degree in Physical Education, I joined Fitness Management when I came across a scenario in which I had not been prepared to act.

In view of this, I was sent to seek training that would allow me to work in that Management space. Considering the difficulties mentioned above in my training process, I started to reflect on the following aspects: To what extent are the necessary knowledge for Fitness Management offered in Physical Education teacher training courses? How can we enhance the training of teachers who wish to work in the management of Personalized Service Studio Fitness?

The study was developed, firstly, through documentary research, through the analysis of the curricular matrix of the bachelor's degree courses in Physical Education from public and private institutions in the Southeast region that met the inclusion criteria. Although the curricular matrix of these courses includes subjects such as administration and organization of events in physical activities, we noticed gaps in the scope of Fitness Management in a Personalized Service Studio.

Then, a qualitative field research was carried out, directed to the Personalized Service Fitness Manager. This action aimed to access the experience acquired by this professional during his/her continuing education. The data produced in this action (interview) subsidized the development of this educational product, aimed at undergraduate students

in Physical Education, in order to provide access to those who wish to enter this sector.

The educational product in question refers to the Didactic Sequence (SD), whose objective is to guide teaching practices during the execution of each proposed topic. According to Zabala (1998), the didactic sequence is characterized by an orderly and articulated series of activities that form the didactic units.

Thus, the proposition of this study emerges, with a content aimed at professionals who wish to undertake in the Fitness Management segment in a Personalized Service Studio, proposing reflections around the work that values human relationships to the detriment of the bias that prioritizes only the benefits based on the consumption/profit ratio.

Although the content is based on the construction of knowledge acquired through the daily actions of such managers, we could lose the minutiae and details of such experiences, which would minimize the value of the knowledge acquired by these professionals. However, with the intention of approaching the clues of the acquired knowledge, we sought the contributions of Richard Sennett and Carlo Ginzburg, given the need to understand the logic of the professional artisan and their ways of thinking and doing the practices of management in the fitness sector.

The research carried out, as well as the educational product originating from it, is a requirement for obtaining a Master's degree by the Professional Master's Degree in Teaching in Health and Environmental Sciences at the University Center of Volta Redonda - UniFOA.

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# INTRODUCTION

The proposal of this study was developed, based on the Studio Fitness segment of Personalized Service - SFAP, focusing on the management carried out by the teachers/managers who represent these establishments. For Domingues Filho (2017), the Personal Training Studio is the enterprise where one or more physical education professionals, registered with CREF, attend individually or in small groups of clients, at pre-established times.

In the same way, Studio Fitness can still be understood as a small, exclusive, safe and comfortable space, equipped with specific equipment and accessories for the practice of physical exercises, where different people feel adequately assisted in obtaining the necessary and desired results with quality. of life, aesthetics, health and well-being.

In this context, we brought up the active subject of this scenario – **the Personalized Service Fitness Manager – GFAP**. Thus, based on the professional experiences of the interviewees, this Educational Product intends to provide a potentiated training that includes the necessary knowledge for graduates of the Bachelor's Degree in Physical Education who wish to undertake in this sector.

## 1.1. MAIN GOAL

- ✓ Propose a didactic sequence that addresses the basics of Fitness Management in a Personalized Service Studio for students of the Bachelor of Physical Education course.





## 1.2. SPECIFIC OBJECTIVES

- ✓ Identify and discuss the knowledge derived from the experience of professionals who work with fitness management in Personal Training Studios in the city of Volta Redonda;
- ✓ Organize, by thematic axes, a pedagogical sequence, in order to compose the content of the Didactic Sequence – Teaching Fitness Management in a Personalized Service Studio;
- ✓ Create a YouTube channel in order to make public all content built from the experiences of the investigated managers.

## 1.3. TARGET AUDIENCE

- ✓ Students of the Bachelor's Degree in Physical Education.



## PRODUCT METHODOLOGICAL

### JOURNEY

Fitness establishments in general, according to Manfro (2017), have had a very relevant importance in the context of investments and consumption worldwide. However, when the management aspect is mentioned, it is necessary to go beyond the mere neoliberal perspective, of capital accumulation, because it is also necessary to think about the model that would allow society to obtain knowledge capable of transforming the expectations of those who seek for better living conditions.

In this way, we bring to light the idea of artisanal work by Sennett (2009)<sup>1</sup>, specifically in his work called *The Artificer*. For Sennett (2009, p. 30), this subject “is not limited to the artisan who produces an object”, but one who “represents a special human condition: that of engagement”.

According to Sá (2015), in order to have the characteristics of a craftsman, it is necessary for thought and action to mix, in addition to underlying the concern to do well, rather than weighing the advantages or disadvantages that can come from there.

Thus, what is valued is work focused on quality, to understand the continuous desire for a job well done. This desire or motivation is related, according to Sennett (2009), to the personality characteristics of the *Artificer*. He/she tends to possess an obsessive energy that drives him/her to an intense and constant search for quality work.

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<sup>1</sup> Richard Sennett is an American sociologist and historian, professor at the London School of Economics, the Massachusetts Institute of Technology and the New York University.



The artisanal work to which we refer invites us to think about the artisan as the one who strives for the excellence of his work, giving him value. Because he is deeply involved with what he does, he does not conceive his work by the logic of high industrial, automated production, but rather focuses on doing his task well for the love of a job well done.

That said, the Educational Product (PE) was developed based on the experiences of the Personalized Service Fitness Managers – GFAP. In this way, when bringing up the aforementioned notion - experience - we assume that the basis of the teaching and learning process proposed in the present Didactic Sequence (SD) - teaching Fitness Management in a Personalized Service Studio -, is processed mediated by the construction of knowledge in networks (OLIVEIRA, 2012).

What we propose is to resume experience as a means of transforming life and human beings in their uniqueness, allowing it to be conceived as everything that happens to us, allowing us to attribute different meanings and meanings to learning, according to our experiences.

For Oliveira (2012), subjectivity networks are multiple and complex, since we are forged in the midst of the individual and collective intersectional character that mark our corporeity in the world.

In this way, when seeking knowledge from the experience of the artisans, we believe in the sharing of knowledge acquired in their workshops (Studios) breaking with a hierarchical model, worshiped by modern thinking, since the data that support this work emerged from the daily practices of these practitioners (CERTEAU, 1994).

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## PRODUCT METHODOLOGY

The elaboration of the Didactic Sequence went through three stages.



## LITERATURE REVIEW

To begin our work, we contextualize the subject through a theoretical review of the main concepts that involve the curricular guidelines with the theme of management and their relationship with the experiences evoked by Richard Sennett.

## DOCUMENT RESEARCH

A survey was carried out of which were the Public Institutions that offered an on-site Bachelor's Degree in Physical Education, operating in the Southeast region, as well as the Private Institutions, operating in the Middle Paraíba Region, in the State of Rio de Janeiro.

This action aimed to investigate whether Physical Education courses have disciplines and/or contents that are linked to the management of Studio Fitness for Personalized Service – SFAP.

Although this action was not directly linked to the construction of the educational product, the results obtained served to identify the gap that exists in content that addresses fitness management within this segment.

## INTERVIEW WITH FITNESS MANAGERS

Then, we carried out a qualitative field research, directed to the **Personalized Service Fitness Manager – GFAP**. This action aimed to access the experience acquired by these teachers – Personal Trainers – during their continuing education.

This construction of knowledge helped us to point out the gaps in the curriculum of that course, given the sharing of experiences acquired by the GFAP. The data produced in this action (interview) supported the development of the Didactic Sequence (SD) - with emphasis on the teaching of Fitness Management in a Personalized Service Studio, aimed at students of a bachelor's degree in physical education.

In addition to the educational product, five artifacts were produced to support graduates who seek this type of knowledge and are composed of:

- a) YouTube channel – called Épersonal Management;
- b) Video tips – on the subjects covered in each SD topic;
- c) Teaching Support Material – Power Point Slides;
- d) Épersonal Management Moment – Assessment Activity;
- e) Reports – Fitness Manager.

### **3.1. CLASS SCHEDULE**

The Didactic Sequence (SD) - teaching Fitness Management in a Personalized Service Studio - consists of six topics, lasting approximately 2 hours, and are presented as follows and script:

#### **TOPIC 1**

Questions that Guide the Construction of the Business Model

#### **TOPIC 2**

Accounting Basics

#### **TOPIC 3**

Operational Management: what you need to know

#### **TOPIC 4**

Interpersonal Relationship Applied to the Daily Life of Students at Studio Fitness

#### **TOPIC 5**

Fitness Equipment and Accessories

#### **TOPIC 6**

Between Teaching and Management

TOPIC 1			
Questions that Guide the Construction of the Business Model			
OBJECTIVES	STRATEGY	EVALUATION	TIME
<p>Present the data that supported the construction of the Educational Product – PE;</p> <p>Reflect on the conception of Fitness Management based on experience;</p> <p>Build a business model, realizing the importance of planning as a strategic point for management action.</p>	<p>Presentation of the path followed for the construction of the SD;</p> <p>Reflections on management in the vision of the Craftsman by Richard Sennett;</p> <p>Business model: questions that guide its construction.</p>	<p>Épersonal Management moment: elaboration of a business model.</p> <p>Respond to the <b>Free and Informed Consent Term</b>. “Microsoft Forms”.</p>	<p><b>Introduction</b> 20 minutes</p> <p><b>Development</b> 60 minutes</p> <p><b>Evaluation</b> 40 minutes</p>

TOPIC 2			
Accounting Basics			
OBJECTIVES	STRATEGY	EVALUATION	TIME
<p>Know the basic concepts of accounting, through the construction of a cash flow for a fictitious studio.</p>	<p>Introduction to Basic Accounting;</p> <p>To present the aspects that involve the elaboration of the cash flow;</p> <p>Develop a cash flow as an evaluative practice of learning the applied content.</p>	<p>Épersonal Management Moment: group evaluative activity on the elaboration of a cash flow.</p>	<p><b>Introduction</b> 20 minutes</p> <p><b>Development</b> 60 minutes</p> <p><b>Evaluation</b> 40 minutes</p>

TOPIC 3			
Operational Management: what you need to know			
OBJECTIVES	STRATEGY	EVALUATION	TIME
<p>Discuss the importance of indicators to guide the company's actions: mission, vision and values;</p> <p>To present the concept of operational management and relate it to the daily life of the fitness studio.</p>	<p>Relate the direction indicators of a company with operational management;</p> <p>Identify aspects of operational management that can compromise the routine and quality of service.</p>	<p>Épersonal Management Moment: discussion of the subject with the class as a way of evaluating the learning process.</p>	<p><b>Introduction</b> 20 minutes</p> <p><b>Development</b> 60 minutes</p> <p><b>Evaluation</b> 40 minutes</p>

TOPIC 4			
Interpersonal Relationship Applied to the Daily Life of Students at Studio Fitness			
OBJECTIVES	STRATEGY	EVALUATION	TIME
<p>Conceptualize interpersonal relationships in the work environment, applied to the daily life of students within the fitness sector;</p> <p>Highlight the importance of interpersonal relationships as a means of approximation and humanization in care.</p>	<p>Relate the concept of interpersonal relationships in daily work;</p> <p>Develop an evaluation practice associating the practice resulting from the teacher/manager relationship and the students.</p>	<p>Épersonal Management Moment: elaboration of a follow-up schedule for students.</p>	<p><b>Introduction</b> 20 minutes</p> <p><b>Development</b> 60 minutes</p> <p><b>Evaluation</b> 40 minutes</p>

TOPIC 5			
Fitness Equipment and Accessories			
OBJECTIVES	STRATEGY	EVALUATION	TIME
<p>Reflect on the aspects to be considered when choosing fitness equipment and accessories;</p> <p>Know the main features of some equipment.</p>	<p>Address the main features that permeate the choice of Fitness Equipment and Accessories;</p> <p>Presentation of some Fitness Equipment and Accessories used in the sector.</p>	<p>Épersonal Management Moment: discuss the possibilities of using some fitness equipment and accessories. Its advantages and disadvantages.</p>	<p><b>Introduction</b> 20 minutes</p> <p><b>Development</b> 60 minutes</p> <p><b>Evaluation</b> 40 minutes</p>

TOPIC 6			
Between Teaching and Management			
OBJECTIVES	STRATEGY	EVALUATION	TIME
<p>Problematize the aspects that distinguish the professional's action in teaching and management;</p> <p>Reflect on the core competencies and skills of each role.</p>	<p>Discuss the relationship between Teaching and Management applied to the daily life of the fitness sector.</p>	<p>Épersonal Management Moment: describe the essential characteristics in the role of Personal Trainer and manager;</p> <p>Answer the Evaluative Questionnaire on the Didactic Sequence. "Microsoft Forms".</p>	<p><b>Introduction</b> 20 minutes</p> <p><b>Development</b> 60 minutes</p> <p><b>Evaluation</b> 40 minutes</p>

## 3.2. TEACHING RESOURCES (ARTIFACTS)

### 3.2.1. YouTube channel called “Épersonal Management”

It is a digital environment built within the YouTube platform and its main objective is to serve as a basis for the dissemination of content related to fitness management.

The channel can be accessed at the following address:

<https://studio.youtube.com/channel/UC8wELGEhf0rHbB1r4VDMZkg/playlists>

### 3.2.2. Video Tips – on the subjects dealt with in each SD topic

Within the “Épersonal Gestão” channel, we provide videos with tips on the subjects dealt with in each topic. The contents study about the subject and incentive to delve deeper into the proposed theme.

- ✚ Video Tips: Topic 1 – Questions that Guide the Construction of the Business Model: <https://youtu.be/M8ZKBMO8ThI>
  
- ✚ Video Tips: Topic 2 – Accounting Notions: <https://youtu.be/fKJeEatQeqs>
  
- ✚ Video Tips: Topic 3 – Operational Management: what you need to know: <https://youtu.be/l-QaClZMnSY>



- ✚ Video Tips: Topic 4 – Interpersonal Relationships Applied to the Daily Life of Students at Studio Fitness: <https://youtu.be/Jut3C6cbBnY>
- ✚ Video Tips: Topic 5 – Fitness Equipment and Accessories: <https://youtu.be/EwZcKr3omvs>
- ✚ Video Tips: Topic 6 – Between Teaching and Management: <https://youtu.be/hcoNAkK5UUc>

### 3.2.3. Teaching Support Material – Power Point Slides

The material is intended to guide the application of the educational product during classes by teachers. This content is fully editable, in order to offer freedom to make the adjustments that you deem relevant.

The material is available within the Épersonal Gestão channel, or by downloading directly from Google Drive, through the links below:

- ✚ Teaching Support - Topic 1:  
<https://docs.google.com/presentation/d/1XduAjlTaBXFZlgSKsBj9UIK9-exNO-n/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true>
- ✚ Teaching Support - Topic 2:  
<https://docs.google.com/presentation/d/1djgy8arNbek0GkucjBtX1lcYKiChji8O/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true>

✚ Teaching Support - Topic 3:

<https://docs.google.com/presentation/d/1wj4csjlSmsZCy4B3yKenND C5oYaycW74/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true>

✚ Teaching Support - Topic 4:

[https://docs.google.com/presentation/d/1laRzUnM6fVFL3DTXw\\_OFqx FG7dLI5ltY/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true](https://docs.google.com/presentation/d/1laRzUnM6fVFL3DTXw_OFqx FG7dLI5ltY/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true)

✚ Teaching Support - Topic 5:

[https://docs.google.com/presentation/d/1cJYm\\_YKqDZPxVFRKo1uPB 7140YsmWzez/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true](https://docs.google.com/presentation/d/1cJYm_YKqDZPxVFRKo1uPB 7140YsmWzez/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true)

✚ Teaching Support - Topic 6:

[https://docs.google.com/presentation/d/1WHCs8vJ9tGhj5iQ\\_c11fhQ- FeWQTMoqz/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true](https://docs.google.com/presentation/d/1WHCs8vJ9tGhj5iQ_c11fhQ- FeWQTMoqz/edit?usp=sharing&oid=117036410218103253105&rtpof=true&sd=true)

### 3.2.4. Épersonal Management Moment - Assessment Activity

It is a learning resource used to encourage students to do their own thing, based on the stimuli offered in class. The objective of this activity is to know what the student has learned and how he/she intends to apply the acquired knowledge.

The material is available within the Épersonal Management channel, or by downloading directly from Google Drive, through the links below:

- ✚ Épersonal Management Moment - Topic 1:  
[https://drive.google.com/file/d/1pHH3Xv7ah6h24HR\\_KonxRosUk51MLIzs/view?usp=sharing](https://drive.google.com/file/d/1pHH3Xv7ah6h24HR_KonxRosUk51MLIzs/view?usp=sharing)
- ✚ Épersonal Management Moment - Topic 2:  
[https://drive.google.com/file/d/1NKwZRfUK0iX1xP4fjeK6YrRY-qvuQt\\_N/view?usp=sharing](https://drive.google.com/file/d/1NKwZRfUK0iX1xP4fjeK6YrRY-qvuQt_N/view?usp=sharing)
- ✚ Épersonal Management Moment - Topic 3:  
<https://drive.google.com/file/d/1Ynfu2wp3KarQu6lgn4ZnkasRHOn3hU1m/view?usp=sharing>
- ✚ Épersonal Management Moment - Topic 4:  
<https://drive.google.com/file/d/15iNZQ55jthLeEyLjCkm2ghqt67Vl1MyA/view?usp=sharing>
- ✚ Épersonal Management Moment - Topic 5:  
[https://drive.google.com/file/d/1el\\_hGuWyoRYIx5DOPRsa7jgb7dCb1fEJ/view?usp=sharing](https://drive.google.com/file/d/1el_hGuWyoRYIx5DOPRsa7jgb7dCb1fEJ/view?usp=sharing)
- ✚ Épersonal Management Moment - Topic 6:  
<https://drive.google.com/file/d/189SMgcnmGeC8zD6uaPvM3kfv5Wusj02t/view?usp=sharing>

### 3.2.5. Reports - Fitness Manager

It's a channel tab reserved for fitness managers' narratives – short videos of no more than 10 minutes. It aims to bring reflections on entrepreneurship within the area of physical education.

We believe that highlighting the experiences of these managers can serve as a motivating tool for graduates who wish to direct their careers towards managing their own business.

We emphasize that all participants who had their narratives recorded and displayed in this channel tab, signed, in addition to the Free and Informed Consent Term (ICF) - **appendix 1** -, the Image and Sound Use Term - **appendix 2** – with the approval of the Ethics Committee, as stated in the CEP's Consubstantiated Opinion – **annex 1**. These documents are contained in the dissertation.

- ✚ Report 1: <https://youtu.be/ucxhuTYktMs>
- ✚ Report 2: <https://youtu.be/fMhrse7RC-w>
- ✚ Report 3: <https://youtu.be/F7MvNv0Fas8>
- ✚ Report 4: <https://youtu.be/z6tz3l7yG8A>

### **3.3. PRODUCT APPLICATION**

The university center located in the interior of the State of Rio de Janeiro was the educational institution chosen for the application of the SD. This choice was made because we understand that the aforementioned institution offers a Bachelor's degree in Physical Education with a curricular matrix that has the discipline called Personal Training, which made it possible for us to develop the SD as a Teaching Unit.

### **3.4. NUMBER OF PARTICIPANTS**

The Didactic Sequence aims to serve students who are studying subjects that have fitness management on their menu. In the case of UniFOA, we taught as part of the Personal Training discipline for the 4th year class of the Bachelor's Degree in Physical Education, making a total of 60 undergraduates.

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