

BOOK OF ABSTRACTS



U.PORTO



16.ª EDIÇÃO

ENCONTRO DE INVESTIGAÇÃO JOVEM UNIVERSIDADE DO PORTO



10.11.12
MAIO 2023

REITORIA DA
UNIVERSIDADE
DO PORTO

U.PORTO



ORAL SESSIONS

	Pag.
AGROFOOD	10
ARCHITECTURE	25
ARTS	38
ASTRONOMY & MATHS	49
BIOLOGICAL SCIENCES	66
CHEMISTRY	136
CRIMINOLOGY AND LAW	186
ECONOMICS AND MANAGEMENT	201
ENGINEERING	204
ENVIRONMENT	251
HEALTH SCIENCES	267
HERITAGE STUDIES	388
HISTORY, POLITICAL AND SOCIAL SCIENCES	398
LITERARY, CULTURAL AND LANGUAGE STUDIES	411
PHYSICS	425
PSYCHOLOGY AND SCIENCES OF EDUCATION	441
SPORT SCIENCES	470

POSTER SESSIONS

	Pag.
AGROFOOD	496
ARCHITECTURE	511
ARTS	520
ASTRONOMY & MATHS	531
BIOLOGICAL SCIENCES	536
CHEMISTRY	648
CRIMINOLOGY AND LAW	715
EDUCATION SCIENCES	727
ENGINEERING	731
ENVIRONMENTAL SCIENCES	780
GEOLOGY	824
HEALTH SCIENCES	827
HUMANITIES AND SOCIAL SCIENCES	971
PHYSICS	995
PSYCHOLOGY	1012
SPORT SCIENCES	1020

20936 | The Contribution of Memory in the recognition of Identity: stories, testimonies and sharing as Living Voices of Porto School.

Capela, Ana, Faculty of Architecture of the University of Porto, Portugal

Casanova, Maria José, Faculty of Architecture of the University of Porto, Portugal

Santos, André, Faculty of Architecture of the University of Porto, Portugal

Abstract

The dissertation, framed by the research project Vozes Vivas, had the purpose of approaching and understanding the role of Memory in the process of recognition of Identity, based on a personal reading of the testimonies and experiences of a group of characters that integrated the Porto School. Despite the singularity and specificity of each one, through the crossing of their speeches, an attempt was made to find an overall vision.

If the identity of each participant was built based on a journey that is continuously supported by experiences between colleagues and teachers, inside and outside the institution, that is, through their memories, the Identity of Porto School also followed their own path of awareness. This process would be influenced by external circumstances, by social, political, and cultural contexts, but above all, shaped by the personalities who gave it life, by their values and practices, by their participations and interventions, by what they first acquired as students and later sought to transmit in the role of teachers, that is, for their contributions.

By crossing the testimonies of three characters – from the decision of Architecture to entering the School, from the walls inside São Lázaro to the experiences in the city of Porto, from lessons with masters to sharing with colleagues, from extracurricular activities to cultural spaces , from professional experiences to the first collaborations, from teaching to the profession – the recognition of this set of dynamics sought to clarify the fundamental role of each character in the construction of the Collective Memory of this institution.

Thus, at a time when personal experiences become inseparable from collective life, the reflection on their paths and the understanding of the involvement and ties established with colleagues and teachers helps to builds and characterize a possible portrait of the ambiances and experiences of the Porto School.

Keywords: Memory; Identity; *Porto School*, Sharing, Characters.