

# Letter to the Reader

São Carlos, August, 2014.

Dear readers,

From 2013, the Reveduc – Revista Eletrônica de Educação (Electronic Journal of Education of the Postgraduate Program in Education of UFSCar (Federal University of São Carlos), Brazil, now has three annual editions, due to the growing demand for publications received. This is the second issue of 2014, consisting of a set of twenty-five texts of national authors and an international author, in the various thematic of broad field of education. This issue is comprised of 20 articles that address a variety of issues relevant to education. These are as follows: two focused on bibliometric analysis of scientific production; three focused on prison education and adolescent education in conflict with the law; four addressed the use of Digital Information and Communication Technologies; five have as object of discussion the teaching methodologies and curricular proposals; two dealt with public policies on education in different areas; two analyzed the teaching profession; and finally, one sheds light on school-family relationship and the other on the issue of inclusion: education of the deaf people. The Experience Report section provides three essays, grouped into two themes - teaching methods and prison education. In Analysis of Teaching Materials section, a work examined the treatment of chemical concepts in collections of the initial series, since Reveduc also prioritizes issues related to the area of teaching. The Reviews section presents two texts: one discusses virtual teaching and the other the relationship between gender and education.

The first two articles include bibliometric analysis of scientific publications concerning the themes: law and special education, and digital technologies. **Law and Special Education: A bibliometric analysis of scientific production**, Aline Droppé Bravo, Suzelei Faria Bello, Maria Cristina Piumbato Innocentini Hayashi, identifies and characterizes the scientific production of doctoral theses and dissertations that have as object of study the right and people with disabilities. It uses methodological resources of bibliometric analysis to obtain indicators of scientific production at the interface between law and special education. **Digital technologies in the school context: A bibliometric study on its uses, opportunities and weaknesses**, authored by Ana Helena Ribeiro Garcia de Paiva Lopes, Maria Iolanda Monteiro and Daniel Ribeiro Silva Mill, investigates between years 2000-2012 by means of bibliometric study, the importance given to the relationship between digital technologies in the classroom, based on PhD academic research from eight renowned graduate programs in Brazilian Education. The article sought to understand whether there was progress, setbacks or paradigm shift, adopting the argument that digital technology is not in itself good or bad, since such use of adjectives depend on the how this information is to be used.

Other three articles deal with prison education and education for adolescents in conflict with the law. **Modeling in prison: Mathematics education for peace**, Martha Joana Tedeschi Gomes and Ademir Donizeti Caldeira, presents the results of an action research carried out with six students-inmates enrolled in State Center for Basic Education for Young People and Adults (CEEBJA) “Dr. Mário Faraco”, the Prison System of Parana in the city of Curitiba and its metropolitan region. The objective of the research was to analyze the possibility of working with young people to Mathematical Modeling. **Conceptions of the Sciences discipline from educators and students, and identification of the teaching strategies of Sciences in a school located within the ‘Fundação de Atendimento Socioeducativo’ in Uruguaiiana, Rio Grande do Sul state, Brazil**, by Edward Castro Pessano, Lara Garcia Muller, Marcus Morini Querol, Vanderlei Folmer and Robson Puntel. It evaluates the conceptions of teachers and students of basic sciences education at a school within a unit of restriction of freedom in Uruguaiiana in Rio Grande do Sul. Additionally, the article sought to identify which strategies of science education are adopted in this environment, to provide a process aimed at rehabilitation and scientific literacy. **Impressions about the school and the abandonment of school by adolescent offenders**, authored by Letícia Fraga and Vinícius Oliveira Costa, with the presupposition of the strong impact of beliefs on our behavior and our actions, and the existence of an inter relatedness between beliefs, practices and attitudes of school subjects in these practices, and investigates, from an ethnographic study, beliefs and school experiences of 40 adolescents in conflict with the law, undergoing social measures deprivation of liberty, bringing from their pre-internment life.

The use of Digital Information Technologies and Communication - DITC in education is the overall theme of the following four articles that deal with mathematics classes, use of technology in educational institutions geared towards seniors, use of the internet among young people and use of blogs, whether in student learning, or in continuing education courses for teachers. **Utilization of information and communication technology in mathematics classes: Limits and possibilities**, Reginaldo Fernando Carneiro, and Cármen Lúcia Brancaglioni Passos, highlight the importance of using technology in mathematics classes, in order to bring changes in the teaching and learning. Making use of questionnaires and semi-structured interviews for the generation of data, the article discusses some limits and possibilities of the use of Information and Communication Technologies - ICT - in mathematics classes, from the perspective of 16 teachers. **Opportunities and challenges for digital inclusion in the Third Age**, Elisa Sergi Gordilho Loreto and Giselle Martins dos Santos, it is an article that discusses the challenges and opportunities of the digital inclusion of the elderly, based on an empirical study that aimed to examine training for digital inclusion offered in a computer course of the Open University of the elderly. The research, a qualitative one, included 26 participants (23 students, 2 teachers and 1 course coordinator), and used a combination of methods of data collection (participant observation, questionnaires, interviews, focus groups and documentary sources) and analysis of the content. **How young people use the Internet: Relations with the school context**, Juliana Santos Albach. It analyzes

and discusses from data collected through interviews and questionnaires, forms of Internet use by young students of a public school in São Paulo, in order to account for their homework and thus understand how they use the resources available on the Internet as pedagogical tools. **The use of blogs in education: A short overview of the Brazilian scientific production in the past decade**, the authors Gabriela Alias Rios and Enicéia Gonçalves Mendes, aimed to describe how blogs are used in the educational context, and the impacts of these uses. To this end, a survey of theses and dissertations on the subject, published in the last ten years was conducted, in the Brazilian Digital Library of Theses and Dissertations (BDTD), Brazil, with the descriptors ‘blog’, ‘blogging’, ‘blogue’ and ‘blogues’. Fifteen works were selected for analysis, twelve of which were dissertations and three being theses.

Topics related to teaching methodologies and curricular proposals are subject of investigation of five other articles. They address the practice of writing and formation of the student writer, active learning methods, the intuitive method, pedagogy alternation and imaginary theory. **Writing as a space of training: From the training of students to the training of teachers**, Karina Mayara Leite Vieira and Laura Noemi Chalhuh discuss the writing and its practices in relation to the training of student writer and with teacher training. It presents data produced by qualitative research of socio-historical approach, developed with students from a public school of São Paulo, Brazil. The researcher enlisted throughout the school year 2011, the number of strategies to promote writing in Portuguese language classes, especially for writing on “diaries”, from which it was possible to reflect upon the writing practices in school. **Degree of student satisfaction with the use of active learning methodology in a discipline of Ethics in Health**, written by Gustavo Christofoletti, Janainny Magalhães Fernandes, Aghlen de Souza Martins, Silvio Assis Oliveira Junior, Rodrigo Luiz Carregaro and Aline Martins Toledo. It discusses the importance of active methods in teaching, serving the research in both qualitative and quantitative nature in order to implement techniques of active learning methodology in a discipline of Ethics in Health - semi-distance modality. It also analyzed the degree of satisfaction of the 37 students to activities undertaken in the classroom and virtual environment. **The intuitive teaching method and the educational policy of Benjamin Constant**, Daniele Hungaro da Silva and Maria Cristina Gomes Machado, were the subject of research innovations that have emerged in debates about public education in educational reform made by Benjamin Constant, in the final years of the Empire and early in the Republic, Brazil. The study, bibliographic nature, is based on Decree no. 981 in 11/08/1890, as well as laws and regulations that advocated the reform. The objective of the study is to understand the educational phenomenon method of intuitive teaching present in the educational policies of Benjamin Constant, analyzing the educational concept that permeates the bibliographic production that it underlies. **Life and knowledge construction in the Pedagogy of Alternation**, the authors Milene Francisca Coelho Sobreira and Lourdes Helena da Silva consider that the pedagogy of alternation has been highlighted in recent decades in Brazil, mainly within the movement of Education Field. Despite its importance and use in expansion, there are insufficient researches that

focus on the theme of building knowledge in pedagogical dynamics of alternation. It is in this context that the text discusses the centrality of life in pedagogy of alternation, and how this centrality reflects a new way of understanding the process of knowledge construction. **Contributions of the ‘Theory of the Imaginary’ to contemporary curriculum development**, by Lia Silva Fonteles Serra and João de Deus Vieira Barros, points to the consolidation of the imaginary, while theoretical trend in the development of the human sciences, due to the repositioning of the vision of man in contemporary with effect on education and the development of curricular proposals. In this context, this paper aims at understanding the contributions of the Theory of the Imaginary, from Gilbert Durand, for education and the contemporary curriculum thought.

The following two articles, respectively focused on and educational evaluation of schools in the countryside, tied to questions public policies in education. **Approaches to educational policy and assessment**, by Regiane Helena Bertagna, Liliane Ribeiro de Mello and Amanda Polato, reflects on the possible relationship between the political and educational assessment, rescuing the route of educational policies and their historical context, particularly after 1990, considering the centrality of assessment in current policies. This is qualitative research, using bibliographical and documentary survey like methodological procedure. **Public schools in the countryside: A retrospective and perspectives in a context of political projects in dispute**, authored by Julio Cesar Torres, Cláudio Rodrigues da Silva and Agnes Iara Moraes Domingos, proceeds from a literature survey and documentary research, present reflections on the process of closing public schools in the country with a focus on historical moment in which implementation of mass education policies, targeted at people of the countryside occurs, and in the socio-political-economic aspects related to the time of intensification of closing these schools.

Two articles that discuss the teaching profession borders on the issues of professional identity and expectations of licensed across the career. **Teacher identity: The various facets of the constitution of being a teacher**, Fernanda Dijnane Vedovatto Iza, Larissa Cerignoni Benites, Luiz Sanches Neto, Marina Cyrino, Elisângela Venancio Ananias, Rebekah Possobom Arnosti and Samuel de Souza Neto, focuses on teacher training. This is a qualitative research, exploratory type, which used as a source of data investigations of the individual authors, made in completion of course work, master’s and doctorate, and aimed to reflect on teacher identity, from multiple perspectives, seeking to recognize elements that contribute to its constitution both in times of formation, as in times of professional practice. **Socioeconomic profile and teaching expectations of undergraduate students of Biological Sciences**, Rodrigo Souza Santos, Luciana Pereira Maira de Sales, Francicléia Marques de Melo, Nayara Cristina Ferreira da Costa and Patricia Soares de Oliveira, has as its starting point the premise that the young are not prepared for the career choice, which creates frustration and dropouts. Thus, research based on data collected through structured questionnaires, traced the socioeconomic profile and analyzed the professional expectations about the teaching of students entering the undergraduate

program in Biological Sciences from a private institution of higher education located in Rio Branco, AC, Brazil.

The school-family relationship and inclusion were the subjects of discussions for the last two articles, one of which is international. **Deaf Community and the Brazilian Sign Language - Reports of a Deaf teacher**, by Saionara Figueiredo Santos and Susana Inês Molon, is the result of research linked to a wider qualitative research project. Using semi-structured interviews and pictorial resources for data collection, the research was done with a deaf teacher, in order to analyze her positioning in relation to the construction of her deaf identity, given the fundamental role of the deaf community and the mother tongue of a signaled deaf - Brazilian Sign Language (Libras). **The perception of parents and teachers about the school-family relationship in the elementary schools of a municipality in the central region of Portugal**, by Maria Martins Sousa and Maria Teresa Jacinto Sarmento Pereira, this article emphasizes that the quality of the relationship between school and family is indicated by the theories and models of development as relevant factor for the harmonious development of children, adolescents and young affecting the level of their school and educational performance. The article, drawing on data obtained through questionnaires and interviews, presents the most relevant results of a study conducted as part of the doctoral thesis at the University of Granada, whose primary goal was to characterize the participation and involvement of families in the schools of 2<sup>nd</sup> and 3<sup>rd</sup> Cycles (corresponding to the last five years of primary education in Brazil - 10-15 years old) of a council of the central Portugal, based on the perception of parents and teachers who act as steering group.

In the reports from Experiences section, the works were grouped into two themes, namely: teaching methods and prison education. **The use of a training game in the teaching of the concepts of mean and variance**, José Marcos Lopes, reports an educational experience in which was used in the classroom, a set of original data for the reinforcement learning of the concepts of mean and variance. **The school we yearn: Is it possible to articulate science-technology-society research (STS) with educational practices?** Leila Cristina Aoyama Barbosa and Walter Antonio Bazzo, part of the lived experiences of the authors, in a course on Science, Technology and Society (STS) in which noted the urgent need for joint discussions between academic and school environment, with a view to promoting a critical and transformative education. Some activities have shown the strong potential of some videos, the documentary type as an educational tool for promoting urgent debate on issues relating to STS. Thus, the article seeks to broaden the discussion of how STS perspective may represent, in education, a critical and emancipatory possibility. **Adoption of inmates and teacher training for prison: Actions of political fraternity and human rights approaching university extension to ASCES and UFPE in the rural area of Pernambuco state, Brazil**, by Maria Perpétua Socorro Dantas Jordão and Paula Isabel Bezerra Rocha Wanderley, analyzes how two extension projects - adoption of legal citizens Prisoners (ASCES) and Teacher Training for Penitentiary System (UFPE) – make possible since 2001 (ASCES) and

2009 (UFPE), coordinated actions of citizenship and human rights in a prison unit in the dry region of Pernambuco, Brazil.

In the Analysis section of Didactic materials, we publish a work titled **Analysis of the treatment of chemistry concepts in textbook collections of the initial grades**, and authored by Mônica Elizabeth Craveiro Theodoro, Ana Cláudia Kasseboehmer and Luiz Henrique Ferreira. The article aims to analyze the basics of chemistry to the study presented in textbooks of science 1st to 4th grade of Primary Education approved by PNLD / 2007. Justified the study due mainly to the growth in production of educational materials focusing on the natural sciences to the early grades of school, and also due to the possibility of making reference to the chemistry in the early years of schooling, although the same curriculum content whether only the high school level.

Finally, two studies were presented in Reviews section. The first **Virtual Teaching: a critical view** of Ketiuce Ferreira Silva, analyzes the book by Daniel Mill, entitled **Docência virtual: uma visão crítica**. Campinas (SP): Papyrus, 2012, 304p. The second, **The education of girls based on the Barbie Doll and its standards** of Michely Calciolari de Souza, Renata Franqui and Ivana Guilherme Simili, addresses the relationship education and gender, from the analysis of the work of Fernanda Theodoro Roveri, entitled **Barbie na educação de meninas: do rosa ao choque**. São Paulo: Annablume, 2012, 134p.

Our maintenance effort of this journal, and its extension as an area of academic and scientific debates, demonstrated in part by the publication of three annual editions, from 2013, hoping to find support from all, whether for reading and information disclosure or either by sending texts for publication.

Enjoy the reading!

Celso Luiz Aparecido Conti  
Editor

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