

Letter to the Reader

São Carlos, November, 2015.

Dear Readers,

We are pleased to present another edition of the Revista Eletrônica de Educação da Universidade Federal de São Carlos [Electronic Journal of Education of the Federal University of São Carlos (UFSCar)], Brazil. The edition is consisted of scientific papers of national and international researchers and contributions to the sections of Experience Reports, Essay, and Interview. We also present a posthumous tribute to Dr. Beatriz Silva D'Ambrósio, from the Mathematics Education Area, University of Miami, Florida, USA, which was written by Cármen Brancaglioni Passos and Regina Célia Grando, both from UFSCar.

This issue contains contributions from four foreign researchers in the form of more general articles on current subjects such as the adoption of digital technologies in education, practical examination of models in blended and online learning situations, the role of narratives in teacher training, as well as the resulting changes from educational policies in Rural Education in the Andean region of the Northwestern of Argentina, a more specific but not less important matter.

More specifically, Isolina Oliveira from the Universidade Aberta de Portugal [Open University of Portugal], in her article *Learning and technology: trends and challenges*, discusses the use of technology in teaching and learning processes, the dialogical character that can be promoted, and the challenges of “naturalization of digital technologies in people’s lives and their relationship to new ways of learning [...] [and] trends in education on its use”.

By presenting the description, planning strategies, and examples of Norm Vaughn from the Mount Royal University, Calgary, Alberta, Canada, in *Designing for an inquiry based approach to blended and online learning*, we adopted the Inquiry Practice Model developed by Garrison, Anderson and Archer (2001) to create blended and online learning experiences involving digital technologies into opportunities for synchronous and asynchronous.

The important transformative role of professional narratives and their self supervision in the case of teaching is discussed in *Instructional supervision the transformative practice: The place for professional narratives*, by Maria Alfredo Moreira, from the Centre for Research in Education, University of Minho, Braga, Portugal, seeing quality of education as guided by a concept for sustainable development and the transformation of people and contexts.

The role of Argentina’s rural education is analyzed by Marcelo Gastón Jorge Navarro in *Peronism and Rural Education in the Province of Salta Argentina (1946-1955)* from changes observed among 1946-1955, in Salta, and derived from the implementation of Peronism’s national education policies, especially concerning technical aspects.

Domestic production is represented by 14 articles, an experience report, an essay, and an interview. This production covers the following set of themes intertwined in some cases: children and their relationship with/in different spaces; discourses

about religion; discourses in childhood and adolescence; high school; public policies such as: Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos (Proeja) [National Program of Professional Education Integrated to Basic Education in the Category of Youth and Adult], the Programa Nacional do Livro Didático (PNLD) [National Textbook Program], the Programa Municipal de Avaliação do Sistema de Ensino (PROMASE) [Municipal Assessment Program of Education System]; Política de Assistência Estudantil (PAE) [Student Support Policy]; mandatory teaching of African History and Culture and African-Brazilian Culture (Law 10.639/03); undergraduates, teachers and managers; music education; teaching of mathematics; and ethnic and racial issues. The authors are from institutions of the Northeast, Southeast and South, mostly linked to public universities and institutes. These aspects point out to the diversity of topics covered by the scope of REVEDUC and reflect the wealth of educational topics that have been studied in different parts of our country.

In the article *Where are the children?*, Cássia Maria Baptista de Oliveira, from the Universidade Federal Rural do Rio de Janeiro (UFRRJ) [Rural Federal University of Rio de Janeiro], Nova Iguaçu, assesses the relationship between children and social life spaces in the city of Nova Iguaçu and its implications in sociability processes, tolerance, social integration, and difference.

Vilma da Silva Mesquita Oliveira, from the Universidade Federal do Piauí (UFPI) [Federal University of Piauí], presents in the article *The speeches about children's education and hygienization on the newspapers printed in Piauí, Brazil (1930-1960)* the measures adopted by the state of Piauí, between 1930 and 1960, for education and child care in a context of growth of infant mortality rates in newspapers of that period (O Piauí, Diário Oficial e O Dia).

Five and six years old children were investigated by Jordanna Castelo Branco and Patrícia Corsino, from the Universidade Federal do Rio de Janeiro (UFRJ) [Federal University of Rio de Janeiro], with the purpose of analyzing how religious discourses that circulate in the daily life of a public school in early childhood education are linked to ethnic and racial relations, thus reproducing exclusion and discrimination. Part of the results obtained in this research is presented in the article *The religious discourse in a school for early childhood education: Between silence and discrimination*.

The speeches and actions of poor and/or black children on unequal treatment, shaped by discrimination (mocking, insulting remarks, derogatory nicknames, social exclusion, among others) experienced in school are analyzed in the article *Poverty, race and skin color: perceptions and relationships among children at school*, by Maria de Fátima Salum Moreira and Deise Maria Santos de Aguiar, from the Universidade Estadual Paulista (UNESP) [São Paulo State University], Presidente Prudente, São Paulo.

Adolescence and creative living are treated in a longitudinal survey conducted with students of a public school of the State of Ceará, Brazil, who were watched from the first year to the third year of high school. The results on creativity and the role of school in the human constitution can be seen in the article *Creative living and adolescence: An experience at school*, by Ana Ignez Belém Lima Nunes and Mayara Luiza Freitas Silva, from the Universidade Estadual do Ceará (UECE) [State University of Ceará], Fortaleza, Ceará.

In *School permanence and its relations with the student assistance policy*, the authors Gleice Emerick de Oliveira and Maria Rita Neto Sales Oliveira (CEFET-MG) analyze the results of a survey with students and managers of the Student Support Policy in the high school integrated program.

Another policy is analyzed in the article *The implementation of Law 10.639/03 in the perception of black militants/teachers of Bahia*, by Jurandir de Almeida Araújo, State University of Bahia [Universidade do Estado da Bahia (UNEB)], Salvador. The focus of the discussions are the obstacles that made difficult the teaching of African and Afro-Brazilian History and Culture (Law 10.639/03) from the point of view of black militants of organizations of Bahia in the field of education.

The article by Luana Ferrarotto and Maria Márcia Sigríst Malavasi, from the State University of Campinas [Universidade Estadual de Campinas (UNICAMP)], *External evaluation in municipal level: the impacts of an experience*, contains an analysis of the actions of the Department of Education of São Paulo compared to the results of the Municipal Assessment Program of Education System [Programa Municipal de Avaliação do Sistema de Ensino (PROMASE)] and its impacts on school and on the path followed by the program, which intended to explain its conception on education quality.

The process of choosing textbooks (LD) of the National Textbook Program [Programa Nacional do Livro Didático (PNLD)] is presented in the article *Organization and implementation of selecting textbooks process in basic education schools*, by Lucimara Del Pozzo Basso, from the Instituto Federal de Educação, Ciência e Tecnologia (IFSP) [Federal Institute of Education, Science and Technology São Paulo], and Eduardo A. Terrazan, from the Universidade Federal de Santa Maria [Federal University of Santa Maria], Rio Grande do Sul. By surveying in-service teachers of 10 public schools of the city of Santa Maria, the authors found a set of actions regarding the selection of textbooks.

From data showing the expansion of higher education in Brazil, Júlio Emílio Diniz-Pereira, from Universidade Federal de Minas Gerais (UFMG) [Federal University of Minas Gerais], Belo Horizonte, in the study *The current teacher education scenario in Brazil against the hegemony of corporate and market education*, points out to the trend of education, in our country, being carried out by private institutions that aim to profit, the so-called “university-business”, in evening classes that increase the distance and the need for investments in the current teacher training policy to change this scenery dramatically.

The curricular organization of a course of the Programa Nacional de Integração da Educação Profissional com a Educação Básica na Modalidade de Educação de Jovens e Adultos (Proeja), [National Program of Professional Education Integrated to Basic Education in the Category of Youth and Adults] of the Instituto Federal Sul-Rio-Grandense (IFSul) campus [Federal Institute of Rio Grande do Sul], is analyzed in the article *The teacher's subjectivities production in the professional and technological education: action in the curriculum dispositive* as a strategic discursive practice that allows the regulation of the conduct of teachers, carried out by Josí Aparecida de Freitas, from the Instituto Federal Sul-rio-grandense (IFSul) [Federal Institute of Rio Grande do Sul] and Cláudio José de Oliveira from the Universidade de Santa Cruz do Sul (UNISC) [University of Santa Cruz do Sul], both from Rio Grande do Sul.

Conceição de Maria Cunha from the Universidade Federal do Cariri (UFCA) [Federal University of Cariri], reports the results of a survey of music teachers from the State University of Ceará, who taught Art, in the study *The formation of a field in musical education in elementary schools in the city of Fortaleza, Brazil*, teaching music education to this municipality as a field in the process of construction.

Michele Regiane Dias Veronez and Everton José Goldoni Estevam, Universidade Estadual do Paraná (UNESPAR) [State University of Paraná], approached the way students of a Pedagogy course taught multiplication and division operations, by analyzing their productions (records in natural language, records in mathematical language, records in pictorial language) as well as the recording transcripts of their involvement in the tasks described in the article *Languages raised by (pre-service) teachers who teach mathematics in multiplication and division tasks*.

Critical incidents in headteachers' professional paths emphasizes the importance of knowing the trajectory of these professionals to guide the continuing of education, as well as to reorient the initial training of teachers and future managers. The article is the result of a survey conducted with school managers of a medium-sized municipality of São Paulo, carried out by Jurema Silvia de Souza Alves and Maria Auxiliadora Ávila dos Santos Sá, from the Universidade de Taubaté (UNITAU) [Taubaté University].

The section of Experience Reports presents the results of a study on the steps of the production process of a short animation and on analysis of the students' perspectives, learning impact, knowledge of history and local geography, encompassing the skills in reading various images related to the Short Animation Project, sponsored by the Animation Film Center of Campinas-SP and funded by the Algar Institute. The experience *Visual representations in the teaching-learning of locality: a study on the production of images in the Elementary School* was conducted by Adriana Cristina de Godoy, Secretária Municipal de Educação de Ribeirão Preto [Ribeirão Preto Municipal Secretary of Education]; Andrea Coelho Lastoria, Universidade de São Paulo (USP) [State University of São Paulo], and Fernanda Keila Marinho da Silva, Universidade Federal de São Carlos (UFSCar) [Federal University of São Carlos].

In the Essays section, Claudia Stella and Vânia Conselheiro Sequeira, from the Universidade Presbiteriana Mackenzie [Mackenzie Presbyterian University], São Paulo, present in *Safekeeping of children of women prisoners and the ecology of human development* a dialogue with different authors of the human development (such as Spitz, Bowlby, etc.), particularly with Bronfenbrenner, and theoretical studies about prison, as Foucault and Goffman, to understand the main influences from prison in the development of children of imprisoned mothers, as well as advances in the analysis of human development ecology and prison environment.

In the Interview section ("*Thrown togetherness*": *a travelling conversation on the politics of childhood, education and what a teacher does*), three academics – a Swedish pedagogue called Liselott M. Olsson, from the Södertörn University, Huddinge, Estocolmo; a Scottish geographer called Stuart C. Aitken, from the San Diego State University (SDSU), San Diego, and the Argentine philosopher Walter O. Kohan, from the Universidade do Estado do Rio de Janeiro (UERJ) [State University of Rio de Janeiro], Rio de Janeiro –, from their stay of two and a half weeks in Brazil, described a form of coalescence of people and things in a particular place

for a particular time that goes away and never repeats itself in childhood policies, education, and teaching, which is called by Doreen Massey (2005) as a time when the individual fluid paths move unite (“throwntogetherness”).

We also thank the researchers who collaborated with our journal by reviewing of the articles in the last two years, which are presented in Nominata Section.

I wish you all a great and profitable reading!

Aline Maria de Medeiros Rodrigues Reali
Universidade Federal de São Carlos

Editorial Board

Aline Maria de Medeiros Rodrigues Reali; Anete Abramowicz; Carlos Roberto Massao Hayashi; Cármen Lúcia Brancaglioni Passos; Elenice Maria Cammarosano Onofre; Celso Luis Aparecido Conti; João dos Reis Silva Júnior.

Editor in Chief

Anete Abramowicz

Executive Editor

Maria de Lourdes Bontempi Pizzi

Cover

Diagrama Editorial

<http://www.diagramaeditorial.com.br>