

## **Letter to the Reader**

### **May 2016**

Dear readers,

I am overjoyed to present the first issue of the Revista Eletrônica de Educação (REVEDUC) of the Federal University of Sao Carlos (UFSCar) in 2016, which is materialized in the Number 1, Volume 10, composed of Scientific Articles by Brazilian and international researchers, as well as of contributions to the Experience Reports section.

The national production is represented by 12 articles and four experience reports. This production addresses the following series of themes that, in some cases, intertwine with: the commitments between Medicine and Psychology in the Brazilian Special Education setting; children and their relationship with/in different environments; specialized educational assistance to children; social issues related to school violence, gender, and stress in preadolescents; discourses on sexual and religious differences in the curriculum; the interface between education and language in the context of the Teaching Initiation Scholarship Program (PIBID); pedagogical interaction in distance learning; the illiterate, from a social perspective; traineeship; Mathematical Education in the early years; astronomy; and with the arts. The authors are from institutions of the Northeast, Southeast, South, and Midwest regions of our country, most of them affiliated to public bodies, institutes and universities. These aspects indicate the diversity of themes covered by the scope of REVEDUC, and reflect the wealth of educational issues that have been addressed in different parts of Brazil.

To open this number, we count on contributions from the partnership between the foreign researcher Jose Luis Lupiáñez Gómez, from the University of Granada, Spain and the Brazilian researcher Reginaldo Fernando Carneiro, from the Federal University of Juiz de Fora (UFJF), which are presented in the article “Beliefs and conceptions of future elementary school teachers about math”. The researchers identify and discuss the beliefs and conceptions of future teachers of the Spanish elementary school about mathematics and its teaching and learning. They enlighten us on how these issues are addressed in teacher training at the University of Granada, and on how the disciplines related to mathematics are developed to promote reflections so that such beliefs and concepts, which affect teaching practice and the learning of children, can be overcome.

Childhood is the theme of the following three articles:

The article “Childhood and intercultural education in Santa Catarina state, Brazil” by Vera Lúcia Chacon Valença, from the University of Southern Santa Catarina (UNISUL), is the result of a research conducted with 78 children from Santa Catarina state, aged 8 to 12 years, of varied descents (African, Indian, and European - Ukrainian and Azorean), under the project Childhood Museum of Brazil (Museu das Crianças do Brasil). The profile outlined in the study revealed characteristics common to all of them: values attributed to people (respect for elders, responsibility, and honesty); expressed characteristics of each descent (celebrations, cuisine, religious manifestations); and predomination of ‘consumer beauty’ (pale or tanned skin and straight hair) with respect to the physical standard of beauty. These results will

create a Virtual Network, that of the Childhood Imaginarium, which will nourish the Museum in its activities.

The researcher Carolina Rodrigues de Souza, from the Federal University of Sao Carlos (UFSCar), contributes the article “Science in the educational environment of children: From making science to the awareness of doing”, where she discusses the possible articulations of the development of science in the education of children and their respective childhoods. She advocates the effective participation of the child as a subject of today, not an intended being, and indicates the need to reconsider the actions and relationships in the school environment.

The paper “Displacement of children in the districts of Curitiba, Brazil, and its relationship with socialization processes”, written by Valéria Milena Rohrich Ferreira, from the Federal University of Parana (UFPR), addresses such processes of socialization among students of the municipal school system who live in central regions, outskirts, and slums. During their displacement to school, within the theoretical framework of urban sociology, socialization and childhood, the study reveals how social and territorial factors inherent to a globalized and disparate city, interfere and, at the same time, allow the children to discuss and critically assess the dangers experienced.

The next three articles address aspects of inclusion and Special Education:

The study “The medical-psychological discourse in the configuration of the Special Education field”, by Kelly Cristina Brandão da Silva, from the Methodist University of Sao Paulo (UMESP), discusses the commitment alliance between Medicine and Psychology under the Special Education setting in Brazil. The author highlights that Psychology, upon leaving the field of Philosophy and aspiring the status of being a science, incorporates the epistemological corpus of Medicine. This explains the fact that, in a time of inclusive education, doctors and psychologists are consulted by schools as specialists. She states that ‘The social and political field, within which the school exists, becomes immune to criticisms before the hegemony of the medical-psychological discourse’.

The research “Specialized educational service through teachers’ voices” by Cleide Aparecida Hoffmann Bernardes and Aliciene Fusca Machado Cordeiro, from the University of Joinville Region (Univille), acknowledges the teaching work of/in the Specialized Educational Service (AEE) of the public school system in a municipality of Santa Catarina state. Study participants are Kindergarten and Elementary School teachers.

The article “Representations of visually impaired students about physical education classes”, by Michelle Gomes Freitas, Zenilda Nogueira Sales and Ramon Missias Moreira, from the Southwest Bahia State University (UESB), was conducted at the Association of the Blind of the municipality of Jequié (Ajece). The study revealed that, despite the students’ interest in sports, as an element of Physical Education and physical activity in other spaces, most of them did not attend the lessons of this discipline due to lack of specific methodologies adapted to the visually impaired.

The paper “Relations between school violence, gender, and stress in preadolescents” by Marília Mendes Moreira de Souza and Ana Catarina Stelko-Pereira, from Ceara state University (UECE), was conducted with 9 to 14-year-old students from a public school in a region of low human development index in the city of Fortaleza. Psychological, physical and material violence was observed through the analysis of the following categories: victimization of students by students, victimization of students by employees, and

authorship of violence. The authors emphasize that, compared with boys, girls are more often victimized with respect to psychological violence by students, practice psychological and virtual violence more often, and suffer more stress.

The research “Sexual and religious difference in the religious education curriculum in schools of Recife, Brazil” by Aurenéa Maria de Oliveira, from the Federal University of Pernambuco (UFPE), aimed to evaluate the curriculum of this discipline in the schools (state and municipal) of that municipality. It gathered information provided by course administrators and teachers and, through discourse analysis, identified the most current ideologies. The results show difficulties in dealing with the themes of sexual difference and sexual diversity in religious education classes; difficulties in addressing the issue of religious pluralism involving non-Christian religions, especially the African-Brazilian ones, which are neglected especially by evangelical teachers of the Pentecostal and neo-Pentecostal lines, who believe these religions present dangerous values and practices.

“Interfaces between education and language: An extension experience” is the title of the article written by Maristela Pereira Fritzen, Adriana Fischer, Luana Ewald, and Victor César da Silva Nunes, from the Regional University of Blumenau (FURB). The authors reflect on the experiences of the Center for Language Studies (NEL) of FURB, which gathers teachers and undergraduate and graduate students of the teaching degree courses, fellows of the scientific initiation program and Teaching Initiation Scholarship Program (PIBID), as well as former students of the Language Department Graduate Program, indicating that this composition combines knowledge of different nature and contributes to the language education of participants.

The study by Vanise dos Santos Gomes and Pâmela Altamor, “In between faces: The illiterate beyond the absences”, proposes a reflection on illiteracy conducted using the auto-ethnographic research method based on a closer look at Alzira, a person who has many languages but, labeled as illiterate, is socially considered for what she lacks. In this paper, the reader will find a discussion on the relationship between the learning of reading and writing as a watershed among those socially valued as cults, and will be invited to ‘look at the human subject from their own words’.

The article “Interaction in distance learning pedagogy: The views of tutors and students”, written by Erlinda Martins Batista and Shirley Takeco Gobara, from the Federal University of Mato Grosso do Sul (UFMS), analyzed the process of interaction in a Virtual Learning Environment - VLE from the perspective of students and tutors of a distance learning Pedagogy course offered by a Brazilian public university. The participants’ concepts of interaction were analyzed from the dialectic and socio-historical perspective, and suggest that interaction is characterized as a form of communication that is strongly unidirectional and little interactional.

In the context of research on Mathematical Education, in addition to the international article that opens this issue of REVEDUC, we present the study “Problem-solving and communication of ideas in Mathematics lessons at Elementary School” by Brenda Leme da Silva Mengali, teacher of the State Department of Education (SEE) of the Federal District and Adair Mendes Nacarato, from the Sao Francisco University (USF), in which they discuss how important it is for teachers to promote problematization in the classroom environment, conducting mediations and interactions able to place students of the early years in the production of mathematical meanings.

Four articles comprise the section of Experience Reports:

The first study focuses on Mathematical Education. Guilherme Henrique Gomes da Silva, from the Federal University of Alfenas (UNIFAL), reports situations involving the work of prospective teachers of courses of exact sciences with the Geogebra software in his article “Dynamic geometry and initial teacher education: Scenes from a university extension course”. The investigative tasks in the computational environment offered in the extension course proved to be important for reflection on the teaching practice.

The manuscript “Astronomy Education: Contributions of a teacher training course in a non-formal learning space” written by Denise Fontanella and Fernanda Aparecida Meglhioratti, from the State University of Western Paraná (Unioeste), depicts Astronomy as a key area of basic education which allows the understanding of everyday phenomena and the difficulties of teachers in dealing with this content. Through activities developed at the Astronomy Hub Casimiro Montenegro Filho in the municipality of Foz do Iguaçu, the work uncovers gaps in teacher training and makes suggestions to mitigate them.

Art is the theme of the manuscript “Teacher training: Art as an intercessor in the experimentation of other ways of thinking” by Ana Paula Crizel, Aline Rodrigues and Angélica Vier Munhoz, from the Univates University Center; it reports the experience in the Pedagogy discipline of that institution. As an important intercessor to think about the course curriculum, art is blended with the contents studied in disciplines such as Curriculum Studies and Differences and Multiplicities as the art experienced by Nietzsche - immanent to life.

The fourth text of this section, “Learning materials that promote the inclusion of students with visual impairments: Practical seminars on healing process”, authored by Flávia Márcia Oliveira, Jéssica Paloma Rosa Silva, Camila Dantas de Jesus and Simone de Almeida, all from the Federal University of Sergipe (UFS), reports a construction process of learning materials that promote the understanding of healing process through the use of stimuli and activation of multiple sensorial channels and metamodal structure of the nervous system. The dynamics imposed by the techniques and resources used was significant to students not only because they were able to acquire content, but also because it promoted resilience.

**Note:** We would like to express our posthumous tribute to Professor Josep Bonil Gargallo, who passed away on November 21, 2015. Professor Bonil was a member of the International Scientific and Editorial Board of our periodical. His contributions to the field of Didactics of Sciences enabled several joint research projects between researchers from UFSCar and other Brazilian universities in liaison with the Autonomous University of Barcelona.

We would like to invite you all to read and disseminate the texts herein presented, and we are looking forward to receiving new contributions for publication.

Enjoy your reading!

Cármem Lúcia Brancaglioni Passos  
Editor

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