

Letter to the Reader

São Carlos, November, 2016.

Dear Readers,

The third edition of the *Revista Eletrônica de Educação* (Electronic Journal of Education) brings together sixteen articles by Brazilian authors, an international article (France), an article written by authors from two countries (Mexico and Brazil), two reports of experiences, an international essay (Portugal) and a review.

Brazilian production has nineteen texts by authors from various states of the federation. The international production is represented by three texts: France, Portugal and Mexico/Brazil. The whole production, national and international, involving a variety of topics, although intertwined, can be so named and distributed according to each mode: articles address the issues of management (5), training and performance of teachers (9), the young student and his relationship with the school (2), education in childhood (1), inclusion (1); experience reports also address the themes of inclusion (1) and childhood education (1); the essay deals with the question of the relationship between education and technology (1) and, finally, the review discusses the democratization of higher education (1). From the point of view of the research, some are bibliographic and the majority is empirical. Almost all call themselves qualitative research, whose most common tools for data collection are interviews, questionnaires and observations, among others, while in relation to the analysis of the data, are made some references to the use of content analysis.

Such indicators, despite its limits, serve to demonstrate some trends in research, especially in Brazil, either from a thematic point of view, the nature of research and the methods used.

About the five articles on the topic of management, the first one, authored by Neide Pena Caria and Nelson Lambert de Andrade, is entitled *Democratic Management at school: in search of participation and leadership* whose goal is to put under scrutiny the democratic management and, particularly, participation in school administration. The second article, *Perspective of the management of adult and youth education and interfaces with the teacher education*, by Maria Luiza Ferreira Duques and Antonio Amorim, is defined as a case study and deals with the relationship between educational administration and teacher training in EJA, in the village of Matina-BA. The third article, by Claudia Schvingel and Sandra Mara Corazza, entitled *The Teacher-Translator: Images from the Political-Pedagogical Project in Preschool*, discusses the “translations or representations” of the political-pedagogical project, expressed in images produced by a group of teachers of a public school in Early Childhood Education. Fourth is the article entitled *Environmental management in the quilombo community of Cruz – Alagoas*, by Wellington Amancio da Silva and Feliciano de Mira, it analyzes the contributions of the theoretical framework of Epistemology of Environmental Management to the reflection environmental practice in the Brazilian semi-arid northeast, and particularly in the town quilombo Cruz. The fifth and final article here linked to the well management

theme was because it treats the physical space of the school units. Its title is *School architectural standards and the expansion of Elementary School in the beginning of the twentieth century in Brazil*. Its authors, Fabrícia Dias da Cunha de Moraes Fernandes and Erika Porceli Alaniz describe the transformation of the physical space of the primary schools in the period 1930-1940.

Following are the nine articles whose analysis objects approach the subject of education and performance of teachers. The first one, called *Professional performance and education in early stimulation: Characterization of the perceptions of professionals from three institutions*, by Andreia Bobrek and Maria Stella Coutinho de Alcantara Gil, sought to characterize, through interviews with thirteen individuals, relationships established between their performance and their training, graduation. Natalia Costa de Felício, Renata Andrea Fernandes Fantacini and Keila Roberta Torezan are the authors of the second article, *Specialized Educational Service: Reflections on Teachers' Formation and Educational Policies*, which analyzes the papers presented at the Brazilian Congress of Special Education (CBEE), 2012 and 2014, relating to issues Teacher Training and Educational Policies linked to Educational Service Specialist. *Institutional conditions and teacher's development of electronic skills: a study in a Federal University* is the title of the third article, written by Fernanda Roda de Souza Araújo Cassundé, José Ricardo Costa de Mendonça, and Milka Alves Correia Barbosa. This is a study that discusses the "influence of institutional conditions in developing electronic skills of higher education teachers". The fourth article, by Arthur Bruno Fonseca de Oliveira, Erika Silva Rocha and Ana Ignes Belém Lima Nunes, called *Reverberations of such training in the practice of teaching educators*, investigates the influences of vocational training in the practice of educators teaching working in a public school in Fortaleza, Brazil. The sixth article, by Leandro Penna Ranieri and Natasha Reis Ferreira, entitled *The use of assistive technology by physical education teachers*, investigates the lessons of Physical Education teachers, taught to students with disabilities, emphasizing the type of use of assistive technology for these professionals. *Technological Pedagogical Content Knowledge (TPACK): Explanatory model of teachers action*, seventh article of this issue, written by Rosaria Helena Ruiz Nakashima and Stela Conceição Bertholo Piconez, aims to "understand the contributions and challenges of TPACK, as an explanatory model of teaching action, in decisions about the integration of technology in pedagogical practices". Following is the eighth article, *Media and education: The ophidians behind the cameras – reptiles or monsters?*, written by Beatriz Nunes Cosendey and Simone Rocha Salomão, which investigates "the cultural visions of snakes" gifts in commercial films that have these animals as a central subject. Klinger Teodoro Ciríaco and Maria Raquel Miotto Morelatti, with the ninth article, entitled *Problems faced by beginner teachers in mathematics classes, put the focus of the analysis of the difficulties with the teaching of mathematics in the early years of elementary school*, by beginning teachers, and also analyze the initial training of these teachers. The tenth and final article related to the topic is entitled *The curriculum tendencies in music education: uncertainty and permanency in a eternal present* and its authors are Celso Prado Ferraz de Carvalho and Mauricio Braz de Carvalho. Your goal is to discuss the influence of theses on post modernity in educational reforms of the 1990s and in the field of music education, which is evident in the frequent use of concepts and practical-re-

flective teacher, pedagogy focused on skills, learning to learn, all emphasizing the overvaluation of the everyday experience knowledge.

The young student and his relationship with the school is the subject of two articles. The first one, by Victor Hugo Nedel Oliveira and Nestor André Kaercher, called *The contemporary and his school young: about agreements and disagreements, addresses youth cultures and their relationship with the school*. The second one, *The School and Community Mediator Teacher: A Practice in Construction* by Maria Fernanda Jorge Rocha, Marisa Bittar and Roseli Esquerdo Lopes, characterizes the profile and propositions and strategies of such mediators teachers in a particular Board of the São Paulo State Education.

The two international articles, France and Mexico with Brazil, address, respectively, the issues of early childhood education and inclusion, already dealt with in the national papers. The first one, written by Valeria Barbosa and Régine Sirota, is entitled *Do children's books fall between the informal and formal representation of the contemporary textbook on civility? An example: the black child in Brazilian children's literature*. Facing the issue of ethnic and racial relations, it analyzes the representations of the black child present in schoolbooks, and the use of these books in the classroom by teachers. The second article, called *The experiences of disabled students in the context of a Mexican public university*, authored by Alma de los Angeles Cruz Juárez, Edson Pantaleão, Reginaldo Célio Sobrinho, Júnio Hora and Alexandre Bazilatto, presents the results of a study that analyzes the policies of access and retention of people with disabilities in higher education, through interviews with Mexican university students.

In the section devoted to Experience Reports are two jobs. The first report, called *Academic papers of the Redefor Program: the production of knowledge about special and inclusive education*, is authored by Adriana Aparecida Lima Terçariol, Danielle Aparecida do Nascimento dos Santos, Raquel Rosan Cristino Gitahy and Elisa Tomoe Moriya Schlünzen. It discusses some aspects present in two papers developed under the Special Education Course in the Perspective of Inclusive Education, the distance mode, dealing with beginning teachers and curriculum for the development of Special Education Inclusive perspective. The second report, by Karina S. Luiza Fernandes, Maria Auxiliadora Bueno Andrade Megid, Alessandra Rodrigues de Almeida and Gislaine Cristina Bonalumi Ferreira, entitled *Working with Space and Shape in Early Childhood Education: Experiences in Collaboration*, “presents the experience of working with the puzzle Meli-Melô, in early childhood education, exploring aspects of space and shape and also the quantities and measures”.

Essay section there is only one work, focused on the topics technology and education, by José da Silva Ribeiro. Titled *Digital Ethnography and distance learning*, it aims to “present a research and training program in digital anthropology/virtual anthropology or of virtual, exploring the environments, cultures and online communities such as field and object of anthropological project and adapt methods research to new social and cultural dynamics that emerge from these situations and the digital age”.

Finally, there is a review of the book edited by Deborah Cristina Piotto, *Lower classes and public universities: school careers and experiences* that, as is noted in the title, refer to some aspects related to the issue of democratization of higher education in Brazil.

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

Enjoy your reading!
Celso Luiz Aparecido Conti
Editor

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