

Letter to the reader

São Carlos, November 2017.

Dear Readers,

This is the last Number of REVEDUC for the current year. Our Journal has undergone some changes. As of this Number, attending the growing demand for publication of research in the educational area, we will begin publishing manuscripts accepted for our future Numbers through the Ahead of Print (AOP) system. This publication system contributes to scientific advancement, as our readers will be able to access research results and other scientific productions in the educational field more quickly. The second set of changes concerns reduction in the number of articles published per Number and changes in the submission norms, which as of this date will include an anti-plagiarism policy and the right of reply for correction of errors in published texts. The third change consists in the adoption of stricter eligibility criteria for manuscript approval.

As new editors, we would like to emphasize that such changes were based on the passionate and tireless effort that Professor Anete Abramowicz, throughout her term as Editor-in-chief, has undertaken for the construction, operation, and dissemination of REVEDUC. Among these bases, the following are worth mentioning: amplitude of published themes, rigor in the evaluation process adopted, and investment in dissemination and promotion for the recognition of our Journal in the academic environment. We are committed to strengthening these bases and hope to continue this work with the same quality and success during our term as editors.

This Number of REVEDUC comprises a dossier commemorating the 40 years of the Graduate Program in Education (PPGE) of the Federal University of Sao Carlos - UFSCar, as well as 15 articles, one experience report, one essay, and one interview.

The following articles were included in this Number:

The study *Management, curriculum, and teaching under analysis: For a fair and democratic public school* by Emília Freitas de Lima, Celso Luiz Aparecido Conti, and Renata Maria Moschen Nascente aims at discussing the production of the PPGE-UFSCar in the axes of policy and management of education and curriculum, from the education line of theories and practices advocated between 2013 and 2017, based on the restructuring that occurred in this program in 2010.

The article *The line of research Training of Teachers and Other Educational Agents, New Technologies and Learning Environments (PPGE-UFSCar): Origin and trajectory* by Aline Maria de Medeiros Rodrigues Reali and Maria da Graça Nicoletti Mizukami presents information on researched problems, theoretical frameworks, adopted methodologies, and main results evidenced in investigative processes and training of researchers conducted by the program participants over the past 40 years.

Theoretical frameworks in the PPGE-UFSCar research: Bibliometric and epistemological analysis of the scientific production of Doctoral studies in the area of Fundamentals of Education (1993-2007), article written by Marcio Coelho,

closes the first volume of the commemorative dossier. This study aimed to identify the epistemological paradigms that underpinned such research in education at this program during the period described.

The articles of continuous demand are as follows:

The article *Practice with multiplication tables at the Lutheran parochial schools of Rio Grande do Sul state, Brazil, in the twentieth century* by Malcus Cassiano Kuhn and Arno Bayer discusses the practice with multiplication tables conducted at those schools at that time by means of the study of arithmetic of the series Order and Progress and Concord, edited by the Evangelical Lutheran Church for its schools, in the first half of the last century.

The study *The University of Buenos Aires during the Peronist years: Images, myths, truths, and post-truths*, written by Guido Riccono and Judith Naidorf, addresses the structural changes which occurred at the University of Buenos Aires - UBA during the Justicialist period with the sole interest of demythifying the ideology that organized Argentina and the consequences for the UBA.

The problem student: Contributions of Joel Martins (1970) for education analyzes the contributions of the scholar about students who can not socialize in the alienated daily life of school. Written by Andrea Soares Wuol, this study is based on the excellent text *The School Psychologist*, published in 1970 by the “Revista de Psicologia Normal e Patológica” of the Institute of Psychology of PUC-SP. The text addresses the pathologization of problems of social practices occurred at that time, that is, the school practice and its alienation that denies and affirms its subject: the student. This is a very current theme that affects not only students, but also teachers in both basic and higher education.

The main objective of the article *Bibliometric study on the educational policy for individuals with disabilities between 1997 and 2014* is to investigate the scientific production on the theme of Special Education policy from 1997 to the first semester of 2014 present in the “Revista Brasileira de Educação Especial” (RBEE) and “Revista Educação Especial” (REE). This work by Naidson Clayr Santos Ferreira, Calixto Júnior de Souza, João Henrique da Silva, and Woquiton Lima Fernandes greatly contributes to our study field, given the diversity of methodological frameworks that dialogue within Special Education in Brazil and elsewhere.

The study *Special Education policy in Mexico: The municipality of Xalapa under perspective* by Edson Pantaleão, Reginaldo Célio Sobrinho, Delfina Aguilar Cuevas, Maria das Graças Carvalho Silva de Sá, and Helen Malta Valladão presents reflections on the Special Education policies implemented in that city, capital of Veracruz state, based on the analysis of documents and data provided by the State Special Education Directorate. The authors draw conclusions regarding the organization of spaces and activities developed by the local public administration aiming to guarantee schooling for students with disabilities and/or with global developmental disorders.

Democratic theory and education policies: The importance of deliberation for accountability, article written by Bruno Vicente Lippe Pasquarelli and Andréia Melanda Chirinéa, proposes a critical review of the function of education and of the idea of accountability contained in the core premise of Neoliberalism with the aim of explaining an approach that considers theoretical-conceptual pathways in education to support a more democratic and deliberative configuration, with a political, cultural

and educational project capable of facing the challenges of the contemporary world. The study highlights the fact that education is increasingly subject to the normative strategies of Economism.

Determinants of the situation of the graduates of the Environmental Management course of the University of Brasília - UnB. This article, which is authored by Alexandre Nascimento de Almeida, presents a contradiction between the expansion of higher education, specifically with the creation of the Environmental Management course at UnB, and labor market indicators, suggesting poor training of the graduates of this course.

The article *School inclusion and initial teacher training: Perception of graduates of a Pedagogy course* problematizes teacher training courses for Inclusive Education. The authors Rosimar Bortolini Poker, Fernanda Oscar Dourado Valentim, and Isadora Almeida Garla argue that teacher training courses, especially Pedagogy, have not been capable of preparing the future teachers to effectively meet the needs and particularities of the target students of Special Education.

Training and the desire to be a teacher is a study written by Cristóvão Giovani Burgarelli and Danielsie Silva do Carmo that seeks to apprehend the difficulties stated in the core of its title based on a literature search on the concepts of unconscious, subject, desire, transference, and ethics. To this end, the authors used oriented excerpts of the works of Freud and Lacan as the basic framework.

The work *formative pathways of appropriation and pedagogical use of digital network technologies enhanced in pedagogical architectures* had the purpose to analyze the use of these technological pathways by Basic Education professionals via Pedagogical Architectures. To this end, the researchers conducted bi-weekly actions for classroom and distance learning in a public school located in the municipality of Juara, Mato Grosso state, Brazil. Albina Pereira de Pinho Silva, Ariele Mazoti Crubelati, Jairo Luiz Fleck Falcão, and Rosalia de Aguiar Araújo are the authors of this research.

In the study *The theory-practice relationship in the perception of female student teachers of a special training program*, by Isabel Melero Bello and Marieta Gouvêa de Oliveira Penna, the authors conducted research with primary and initial secondary education teachers of a special program offered by the State Department of Education in partnership with municipalities and universities in the state of Sao Paulo, Brazil (in the case studied, the University of Sao Paulo - USP). This program aimed at certifying teachers in the field of higher education. The text presents research findings regarding the learning developed in the processes of socialization of teachers, and it is supported by the studies of authors such as Bourdoncle, Chartier, Tardif, and Raymond. It focuses on the teachers' perception of the relation between theoretical and practical knowledge in professional practice.

The article *Being a teacher: Reflections on training and teaching in the education of youngsters and adults*, written by Daniela Maria Weber and Suzana Feldens Schwertner, has the objective to understand a sample of teachers who work in the Education of Youngsters and Adults (EYA) with regards to their perceptions about teaching and training. The study presents an overview of the constitution of EYA in Brazil and of teaching in this modality based on a theoretical review.

The study *Contents of physical education in Elementary School: Contributions of good practices to teacher training* seeks, in the practice of a beginner physical education teacher, identification of elements that contribute to systematization of contents in the initial years of Elementary School and, consequently, to teacher training. This work is authored by Catia Silvana da Costa and Maria Iolanda Monteiro.

In the article *Ethnic-racial diversity and social interactions in early childhood education*, the researchers Patrícia Batista Ribeiro and Roseli Albino dos Santos seek, in the daily life of these children, to inquire about the social interactions established in this school environment in relation to African Brazilian children. They analyze a study conducted at a child education institution that investigated how social interactions and race relations occur between African Brazilian children, white children, and the classroom teacher .

The conversation circle in early childhood education: An instrument for silencing or amplifying the voice of children? This study investigates whether the child's voice is silenced or amplified with the use of conversation circle as a pedagogical instrument at this level of education. The researchers Regina Broco Silva, Norma Silvia Trindade de Lima, and Renata Sieiro Fernandes adopted a qualitative methodology and participant observation in a private school as the data collection method. The results show that early childhood educators favor children to become active subjects when they avoid rigid and deterministic movements. The conversation circle as a pedagogical tool collaborates to singularize children by amplifying their voices while enhancing and fostering democratic and qualified responsive listening practices.

EXPERIENCE REPORT

Brazil Scientific Mobility Program: Experience Reports

The Brazil Scientific Mobility Program was created with the intention of reducing the distance between Brazilian universities and the most prestigious foreign universities through academic mobility. This program of the Federal Government needs to be assessed so that the community can receive feedback on what those students have done abroad. The purpose of this work is to report the academic and extra-academic experiences acquired during the foreign stay of four students through the Brazil Scientific Mobility Program. In this way, we search for a critical look at this program and at how it has assisted with the professional training and the citizenship vision of the contemplated students. Four undergraduate students from the Federal University of Santa Maria - UFSM, Frederico Westphalen campus, were selected by the Brazil Scientific Mobility Program for a stay abroad. The fellows have studied at universities in Italy, Germany, and Australia for 12 to 18 months. During their stay abroad, these fellows attended language and university courses, and participated in internships. These foreign experiences provide ineffable learning that can contribute to the pursuit of academic excellence in Brazil through their sharing with teachers and colleagues. Having international experience in the academic and professional curriculum will definitely set these students apart from others in an extremely competitive labor market. Studying abroad is among the most exciting and enriching experiences for any undergraduate student. This study is authored by Luan Cutti, Carlos Alberto

Gonsioriewicz Rigon, Junior Melo Damian, Helena Wichineski Trombeta, and Oscar Agustín Torres Figueredo.

ESSAY

Democratization of access to knowledge and the challenges of social reconfiguration for students and teachers

This essay was written by Wilsa Maria Ramos and Maristela Rossato. The use of the Internet and social media has become a tool for constructing social relations, implying new forms of learning and democratization of access to knowledge. The text aims to reflect on the democratization of access to knowledge and the challenges imposed by social reconfiguration from the intensive use of the Internet; it also intends to problematize the use of the Web for the learning and human development of students and teachers of higher education in the 21st century. The moment of changes in the social and educational processes is favorable to the proposed critical reflection, although we do not intend to exhaust the discussion. Social reconfigurations walk parallel with the democratization of access to knowledge, which is not enough for itself - it must be at the service of individuals' learning and of development through pedagogical practices. In the educational process, breaking with the traditional school legacy and opening the campus of cement and concrete to the virtual campus will favor integration of the academic community with other open virtual communities for the democratic exercise of other practices and forms of teaching communication.

INTERVIEW

Maria Yedda Linhares and the construction of the full-time school in Rio de Janeiro state: an interview with Lia Faria

Lia Faria was interviewed by Sheila Cristina Monteiro Matos on the term of Maria Yedda Linhares (1983-1986) in the Municipal Secretary of Education, during the historical moment of the Military Dictatorship, when democratic education policies were sought in Rio de Janeiro state.

Lia Faria has a Ph.D. in Education and Political Sciences; she is the coordinator of the Education and Republic Laboratory, and professor at the Graduate Program in Education at the State University of Rio de Janeiro, Brazil. In the 1980s, Lia was a History teacher in the state of Rio de Janeiro and participated actively in the "I Programa Especial de Educação". As a researcher, she works with memories of teaching in favor of the republican school, particularly the educational thinking produced by the policies conducted by the governments of Rio de Janeiro between 1975 and 1987, which include the full-time school.

In turn, Maria Yedda Linhares was the first female full professor in Brazil. She was in exile in France during the military dictatorship. As municipal secretary of education, Yedda coordinated the implantation of the "Centros Integrados de Educação Pública" as full-time republican schools.

Dear readers and all collaborators of REVEDUC: researchers, authors, referees, and technical, editorial and scientific staff members, as we approach the end of this

year, we would like to wish everyone a marvelous New Year, and thank those who work tirelessly with us only for the desire to contribute to construction of knowledge from research and thoughts in favor of a more dignified and better life.

Enjoy your reading!

Aline Maria de Medeiros Rodrigues Reali e João dos Reis Silva Júnior
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