



## Letter to the reader

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São Carlos, January 2018.

Dear readers,

I am pleased to present the first edition of REVEDUC - Revista Eletrônica de Educação (Electronic Journal of Education) of the Federal University of São Carlos in 2018, materialized in issue 1, volume 12, composed of 16 Scientific Articles of Brazilian and international researchers, two Experience Reports, one Essay and an Interview.

The national production of this issue addresses a set of themes that, in some cases, are intertwined: discourses contemplating reflective teacher theory and the production of pedagogical discourse in the classroom; human rights education and education as institutionalized racial improvement in the 1934 Constitution; the evaluation theme, which perpasses two articles and an experience report, discusses the National Student Performance Exam in the course of Pedagogy and the evaluation practices in the initial years, and the meta-evaluation of a postgraduate discipline; political aspects of education with private logic in public education and the management and financing of Education in a Brazilian State; children and adolescents are the object of study of two articles, one translated into speech, affection, sounds and noise and another from the strategies of the popular families to support schooling; the pedagogical practice is treated in two articles: geometry in the context of inclusion and environmental education. The international article discusses the research and practice of combined learning in Higher Education in Canada.

The authors are from institutions in three Brazilian regions (Northeast, South-east and South) and Canada. The diversity of places is reflected in the richness of the themes in this issue, which have been contemplated by the scope of REVEDUC.

Opening this number, we count on the contribution of Silvia Helena Pimenta Barbosa and Maria Cristina da Silveira Galan Fernandes, from the Federal University of São Carlos, with the article “The theory of Reflective Teacher in the continuing education of teachers: void of content speech”. The authors realized that such a theory is present much more in the discourse than in the practices and actions in the continuing formation of teachers. They concluded that the current use of this theory is linked to neoliberal educational policies and has not contributed to the emancipation and critical formation of teachers. The bibliographical article “Pedagogical discourse production in a dialogic perspective” by Silvia de Siqueira and Letícia Ramalho Brittes, from the Farroupilha Federal Institute of Education, Sciences and Technology, RS, discusses aspects of classical rhetoric and its influence on production of pedagogical discourse. The authors address the contributions of Bakhtin’s discursive theory to the production of teachers’ pedagogical discourse in contemporary times.

Two articles deal with educational policy. In “Private Logic in Public Education, Global Networks and Teacher Training” Maria Raquel Caetano, from the Sul-riograndense Federal Institute of Education, Science and Technology, Charqueada, RS, analyzes how the commercial management conception of educational management and public school in the proposal of the program “Teach Brazil” of the global network “Teach for All”, which operates in 40 countries and on five continents. It

analyzed the consequences of this action for the formation of teachers. The study reveals a hastened training program, the precariousness of teaching work, which uses the mercantile logic, thus altering the context of public education, democratic management and teacher training. The article “Management, financing and (de) valuation of education in Alagoas (2007-2009)”, by Jailton de Souza Lira of the Federal University of Alagoas, Maceió, AL and Jorge Fernando Hermida, Federal University of Paraíba, João Pessoa-PB, discusses, from the perspective of historical-dialectical materialism, the consequences in two consecutive administrations of the Vilela Filho government in the State. According to the authors, management marked by policies of a neoliberal nature had consequences on the quality of education, the management and financing model, the training and valuation of education professionals, and reflected on the working conditions of these professionals. The study concluded that the policies implemented were against the policies approved by the Federal Government in the period.

Human rights education permeates three articles. The article “Human Rights Education: a literature review” by Lauriston de Araújo Carvalho, Federal University of Rio Grande do Norte, Natal, RN, presents a review of the systematic literature of national and international scientific articles on human rights education in the period from 2011 to 2015. This review indicates the predominance of publications in the area of Education and Health. It found that Psychology presents itself as the most requested area for publication and that theoretical studies prevail in relation to empirical ones. It identified 12 thematic categories in the national studies: human rights education; sexual and reproductive rights; sexual diversity; public safety/justice; violence; citizenship; health; the racial issue; democracy; rights of children and adolescents; the rural context and the indigenous issue. And five in international studies: democracy; human rights education; sexual and reproductive rights; prison system; indigenous issue. He realized with the research that democracy, children’s and adolescent’s rights, the rural context and the indigenous issue, are areas of greater lack of studies. One of the topics considered as lacking of studies is debated in the article “Human Rights Education in Early Childhood Education: formation of subjects of rights” by Aline Soares Storch de Araujo and Maria Lúcia Miranda Afonso, University Center UNA, Belo Horizonte, MG. Based on a bibliographical review, the authors argue that human rights education, despite composing several national and international public documents, programs and policies, is not yet part of the practice in many schools, especially of Early Childhood Education. The authors argue that reflections on this subject should be accompanied by discussions about the teachers’ conceptions about human rights and childhood and consider it important to be addressed in the specific formation for the teacher. The article “Education as a racial enhancement project: an analysis of art. 138 of the 1934 Constitution” by Simone Rocha, from the University of Contestado, Curitiba-SC, reminds us that laws historically are created to meet the needs of a given place and time, taking into account cultural, ideological and political aspects over which they act and argue that the parliamentarians of the time, contrary to human rights education, intended to encourage the stimulation of an “eugenic education” through legislative and administrative measures related to social hygiene, for the purpose of racial “enhancement” with the objective of stimulating the good strains of the “well born.”

Three articles pertain to the evaluation theme. The National Student Performance Exam is discussed by Marcus Vinícius Cesso da Silva and Renato Ribeiro Nogueira Ferraz, from the Nove de Julho University, in São Paulo, as a tool for evaluating student performance in the article “ENADE application as a tool for student performance assessment in a Pedagogy course”. It presents a documentary analysis in which the latest reports made available by INEP were used. The analysis allowed the Institution of Higher Education to make an analysis of student performance and contributed to the very process of institutional evaluation. This study helped benefit students and generate better indicators of course quality. The article “From discourses to meanings: teachers’ evaluative practices in the first grades of Elementary School” by Priscila Maria Vieira dos Santos Magalhães, Crislainy de Lira Gonçalves, Lucinalva Andrade Ataíde de Almeida, Federal University of Pernambuco, Caruaru, PE and Solange Alves de Oliveira Mendes of the University of Brasília, DF, analyzes the evaluation senses permeated in the evaluation practices of teachers of the initial years of primary education of the Caruaru Teaching Municipal Network. Through interviews, analyzed through discourse analysis, they were able to understand the discursive polysemy inscribed in the multiplicity of meanings about learning evaluation. The practices identified are, at times, closer to a conception of formative evaluation, and at times they distance themselves from this perspective and point to hybrid evaluation practices. In a way, the evaluation is present in the article “The participants of the Science without Borders Program by the perception of their professors” by Paulo Roberto Sehnem and José Marcelo Freitas de Luna, from the Itajaí Valley University, Itajaí, SC. Aligned with the defense that internationalization demands evaluation, they took the Science without Borders program as an object of research because it is the largest initiative of the federal government for mobility at the undergraduate level in Brazil. They assess whether the motivations that lead students to seek mobilization materialized at the end of such an experiment. Eight professors of the Production Engineering course of the Federal University of Santa Catarina participated in the research. The study pointed out that the period of student mobility allowed the achievement of academic, sociocultural, linguistic, professional and personal contributions and that there is a direct relationship between obtaining the contributions and the skills of intercultural communicative competence.

Children and adolescents are the context for two articles. “Speech, affections, sound and noise: children and their ways of living and participating in school” by Lúcia Rabello de Castro, Carina Borgatti Moura, Isa Kaplan Vieira and Juliana Siqueira de Lara, from the Federal University of Rio de Janeiro, RJ, analyzes expressions that reflect the way children live and participate in the school space. The research was carried out in eleven public schools and involved more than 400 students from Elementary and Middle School. The authors named the categories: complaints, passivity, and imaginary disruptors, and analyzed how the actions of students can be read as an important expression of what they think and feel about the transmission process and build collective meanings for the student’s unique position before the adult. In the article “Strategies of Popular Families to Support Schooling”, Haller Elinar Stach Schünemann and Cristina Zukowski-Tavares, from the Adventist University Center of São Paulo, São Paulo, sought to identify the existence or inexistence of different educational actions by parents in function of the performance of their children. They observed that there are no significant

differences in the aspects: supervision of school activities, valorization of schooling and priority to school tasks. They also concluded that the good or poor performances of schoolchildren do not reflect the family interest in the children's school success.

"The Biology Teacher as an ecological person: knowledge, values and political participation in the teaching practice" by Daniela Bertolucci de Campos and Rosa Maria Feiteiro Cavalari, from the Júlio de Mesquita Filho Paulista State University, Unesp of Rio Claro, SP, analyzes the pedagogical practice of the Biology teacher of public education under the aspect of the dimensions that characterize the educational process in Environmental Education: dimension of knowledge, ethical and aesthetic values and political dimension. The study revealed a close relationship between the teacher's degree of approach to the characteristics that make up the ecological subject and the dimensions that characterize the work in Environmental Education. The article "Modes of conceiving, possibilities of signifying: working with geometry in the school inclusion context" by Iris Aparecida Custódio, Cidinéia da Costa Luvison and Ana Paula de Freitas, from São Francisco University, Itatiba, SP, analyzes, in the historical-cultural perspective, the modes of knowledge elaboration by students with disabilities, within the Observatory of Education Program - OBEDUC, which focuses on the practice of mathematical literacy and teacher training. The text presents the study with a 3rd year student, diagnosed with autism spectrum disorder. The study reveals that the learning possibilities of all students, with or without disabilities, are linked to the conditions offered by the surrounding environment.

The last national article of this issue, entitled "Teacher José Rodeghiero: teaching trajectory and community involvement" by Renata Brião de Castro and Patricia Weiduschadt, Federal University of Pelotas, RS, presents the trajectory of a teacher who worked at the Garibaldi School, in Pelotas from 1929 to 1950. Anchored in the methodological perspective of Oral History and theoretically in the concept of identity, they reflect on ethnic identity, since the group surrounding the teacher originates from the Italian immigrants who settled in the town at the end of the century. The field of memory is also covered in the text. The teacher, besides the bond with the school community, was participative of the local life.

The international article "Blended Learning: Enabling Higher Education Reform" by Kathleen Matheos, University of Manitoba, Winnipeg, Canada, and Martha Cleveland-Innes, Athabasca University, Alberta, Canada discusses the research and practice of blended learning, part of more than 95% of Canadian higher education institutions. The article raises arguments for the need for combined learning to be crucial to Higher Education Reform. The authors argue that aligning reform components with combined learning resources will facilitate such reform.

In Experience Reports, REVEDUC has two articles. The previously mentioned one that refers to evaluation, titled "The meta-evaluation of a discipline taught in stricto sensu post-graduation" by Lilian Maria Ghiuro Passarelli, Pontifical Catholic University of São Paulo, SP, analyzes the evaluation manifestations of master's degrees in an elective discipline of the Program of Postgraduate Studies in Education: Formation of Trainers, based on models and socio-interactionist theories and on the conception of evaluation as learning. The objective of the article was to investigate whether the proposed activities contributed to the expansion/construction of knowledge, having as instrument self-assessment and the assessment of the discipline itself. Adelayde Rodrigues Alcântara de Oliveira, Roseane Maria de Amorim

and Laura Cristina Vieira Pizzi, Federal University of Alagoas, Maceió, AL, Brazil. The second report entitled “Discipline *Teaching Profession* in a Pedagogy Course: Trajectories, Experiences and Innovations in Teacher Training” presents reflections on the teaching profession and the role of the discipline in the training courses of future teachers. The authors note that certain knowledge, when worked in a significant, creative and interdisciplinary way, is fundamental for the formation of people who are more committed, politicized and open to new lifelong learning.

The essay of this issue, titled “Childhood Social Studies: discussing the constitution of a field in the light of Bourdieu”, by Renata Lopes Costa Prado, Fluminense Federal University, Angra dos Reis, RJ and Monique Aparecida Voltarelli, University of São Paulo Paulo, USP, São Paulo, discusses the contributions of Pierre Bourdieu’s theory on the scientific field in order to understand the emergence of social studies of childhood. The ruptures and paradigmatic changes are emphasized from the point of view of three important fields that, among other subjects, are dedicated to the study of children and childhood: anthropology, psychology and sociology. They conclude that the theory of scientific fields constitutes fertile ground for analysis on the development of social studies of childhood.

Closing this issue of REVEDUC, we have “The school as an experience: interview with Walter Omar Kohan”, organized by Ivan Rubens Dário Jr. and Luciana Ferreira da Silva, from the Paulista State University, Unesp of Rio Claro, SP. Walter Omar Kohan, professor at the State University of Rio de Janeiro, granted such an interview in July 2015, when he was attending the 3rd International Symposium on Education. He talks about his experience and time in school, about the relationship between childhood, time and experiences.

We hope that the articles can foster reflections and debates about the themes brought by the authors. We invite you to read and publish and we look forward to new contributions for publication.

Good reading!

Cármem Lúcia Brancaglioni Passos  
Editor

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