

## Letter to the reader

### São Carlos, May, 2018.

Dear reader,

In its second issue in 2018, volume twelve, REVEDUC - Electronic Journal of Education of the Federal University of São Carlos features eleven Scientific Articles from Brazilian authors, from several regions in the country, and three from international authors – USA, France and England. It also features five Experience Reports. Maintaining its editorial tendency, this edition of REVEDUC presents a production which, as a whole, approaches a variety of objects, grouped and ordained in the following themes: initial teacher training, continuing education, distance education, higher education, pedagogical ideas, pedagogical proposals and practices. Three articles are about the initial training: the first, *The National Policy of Teacher Training: the program of initiation to teaching in the current Brazilian context*, by Cleomar Locatelli, analyzes the context and the orientations which gave birth to the program; the second, *Historical trajectory of the graduation course in Pedagogy: main legal documents and current context of the offer in Brazil*, by Livia Crespi and Márcia Finimundi Nóbile, reflects on the main educational legislations which rule the graduation in Pedagogy in Brazil, from 1939 to 2015; the third, authored by Waldemar Marques, Telma Darn e Mariana Imamura, titled *The tourism professional: higher education and work*, verifies aspects in the higher education of tourism professionals and their insertion in the market. On continuing education there are five articles and one experience report: *The influences of the training teacher and the specific knowledge in the choice for Math teaching*, by Cristiane da Silva Stamberg and Cátia Maria Nehring, problematizes the training of a group of teacher trainers in Mathematics in Basic Education. *Mobilized knowledge by teachers who teach mathematics and the concept of function in basic education*, by Vinícius Pazuch, Caroline Miranda Pereira Lima and Evonir Albrecht, investigates the knowledge relative to the concept of function, mobilized by math teachers in Basic Education. *A theoretical understanding on the pedagogical text of mathematical modeling planning*, by Lilian Aragão da Silva and Andréia Maria Pereira de Oliveira, exposes a theoretical comprehension about the text of the planning of the Mathematical Modeling Environment in light of the sociological theory of Basil Bernstein. *Teacher Leaders and Student Achievement: can the dots be connected?*, by Sommer Calderone, Andrea M. Kent and Andre M. Green, from the USA, seeks to understand the effects of teacher leadership in the performance of math and science students in middle school. *De la confrontation coopérative interculturelle à l'autoformation coopérative. Le cas des formateurs d'enseignants au sein du mouvement international de l'Ecole Moderne*, by Florence Saint-Luc, from France, refers to an international collaborative research on tutor training, in the interior of the Modern School movement, which seeks to elaborate educational proposals in face of the global educational and economic crisis. The experience report, *From University to School: the diversity present in the classroom*, by Vanessa

Lucena Camargo de Almeida Klaus, Marcos Lübeck and Priscila Gleden Novaes da Silva, highlights some of the challenges that Math teachers face when exercising their profession in face of the diversity present in the classroom, above all the ones related to special educational needs of the students. The distance education theme is discussed by the article *Theory of the Transactional Distance: a map of Brazilian thesis and dissertations*, by Nubia Carla Ferreira Cabau and Maria Luisa Furlan Costa, and its objective is to identify, in the Brazilian scientific production, where and how the Theory of the Transactional Distance is approached by Brazilian researchers in the spell from 2000 to 2016. The theme of higher education counts two articles. The first, authored by Maria Nilse Favato and Maria José Ferreira Ruiz, titled *REUNI: policy for the democratization of higher education?*, makes a historical contextualization of higher education in Brazil, encompassing the years from 1988 to 2010, and it analyzes the results of the REUNI in terms of the overcoming of the exclusion and elitism of public higher education in the country. The second, from England, authored by Tristan McCowan and titled *The “unbundling” of Higher Education*, is about a theoretical analysis of the unbundling tendency in Higher Education, brought about by financial motivations, and it proposes new conceptual tools to map the normative implications created by such process. Under the theme named pedagogical ideas is found the article by Regina Cândida Ellero Gualtieri, titled *From social regeneration to biological right: a turning point in the educational proposals by Fernando de Azevedo*; it discusses changes within the educational proposals by Fernando de Azevedo (1894-1974), between the decades of 1910 and 1930, in their link with hygienic and eugenic ideas. Pedagogical proposals and practices is the last theme, and it covers two articles and experience reports. The article *Radio School Media: contributions to reading and writing in the initial years*, by Ana Cláudia Pavão Siluk, Lilian Roberta Ilha Saccol and Ângela Balbina Picada Roveder, aims at verifying which are the contributions of the school radio media for the reading and writing of basic education students. *School of basic education in the modality of Special Education: the state of Paraná*, by Tiarles Mirlei Piaia, Elisabeth Rossetto and Luiz Fernando Garcia de Almeida, discusses data referring to the implementation of the School of Basic Education in the Modality of Special Education in the state of Paraná (Brazil). Regarding the reports, the first, *An experience on curricular organization and development with Project Pedagogy*, by Alana Fuzaro de Barros Rodrigues, Harryson Júnio Lessa Gonçalves, Inocência Fernandes Balieiro Filho and Deise Aparecida Peralta, reflects on the differentiated pedagogical nature of a school located in the interior of the state of São Paulo. The second, *(Mathematical) Social Practices for the production of a financial plan in the training of Indigenous teachers*, by Vanessa Sena Tomaz and Ilaine da Silva Campos, discusses social practices within the classroom which evidence the learning of math, by proposing a self-management financial planning. The third, *Seminars of affective processes and learning: interlocating research, researchers and life*, by Denize Mezadri de Almeida and Martha Tristão, describes possibilities of specific relations, both interpersonal and between researches, in a group of researchers involved with environmental education, with epistemological and procedural issues as a background, related to the research. The fourth, *Education as ethics against conformism: rethinking the role of the educator*, by Ronaldo Manzi Filho, through thinking education as ethics against conformism, seeks to

develop what is understood by naturalization, and challenges this conception with the ideology issue, in the terms proposed mainly Marilena Chaui.

Have a good reading!

Celso Luiz Aparecido Conti  
Editor

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