



Letter to the Reader

São Carlos, November, 2011.

Dear readers,

We present you the second issue of 2011 of The Online Magazine of Education (*Revista Eletrônica de Educação – REVEDUC*). It contains ten articles submitted by national authors and an international one, elaborated from research reports and theoretical reviews that address relevant topics (social and educational thought in Brazil, educational legislation, school management, initial training, teacher's identity, teacher's health, the view of students with disabilities on inclusion policy, metacognition in mathematics learning and family scriptures). Distance education and violence are the themes of two essays and the teaching of calculation is discussed in a review.

In *Reflections on the social and educational thought in Brazil and its authoritarian matrices*, by Lincoln de Araújo Santos, the Brazilian authoritarian thinking and its presence in Brazilian education is analyzed and a discussion about the matrices of social and authoritarian thought and its salient features in Brazilian education is presented, chronologically identifying the beginning of the Republic, highlighting the regime established in 1930.

In the article *Participative management: a matrix of interactions between school and community school*, by Renato de Oliveira Brito and Beatrice Laura Carnielli, from a review of specialized literature, the authors analyze how the model of participatory management promotes a web of interactions among the participants of the school community, formed by various internal and external stakeholders, with positive results in the educational process.

Carolina Buso Dornfeld and Kátia Luciene Maltoni, authors of *The Science Fair as support for the initial training of science and biology teachers*, analyze and point out to the importance of preparation and participation of future science and biology teachers in Science Fairs as part of their initial training process.

In *Intellectually disabled students' perceptions about their enrollment in special classes and common classes*, the authors Aline Aparecida Veltrone and Enicéia Gonçalves Mendes report the perception and opinion of the main agents (the students) on the inclusive practices they experience.

Through literature and documentary review, Rui Anderson Costa Monteiro, Miguel León González and Alessandro Barreta Garcia, in the article *Law of guidelines and basis of national education: why and its historical context*, discuss the State organization, the meaning of a law to society and reasons for the promulgation of LDBEN 9.394/96.



In the article of Alex Pereira de Araújo and Élide Paulina Ferreira, *The identity in the curricular parameters: a focus on the subjectivity of the Portuguese teacher*, when considering the speech contained in the national language policy that is conveyed in the Portuguese National Curriculum (elementary school), the authors analyze the imposition of a new identity to the teacher.

By discussing how the mechanisms of participation in schools can become decision spaces and analyzing data from eight institutions of the Public Education System of Santa Catarina, Arthur Breno Stürmer, in *Democracy and participation in the public school*, highlights the need for a careful look at the important role of the teacher in the valorization of the Instances of Democratic School Management (IGEDs) in schools and shows the importance of the commitment of school communities in the pursuit for the right to decide the course of education.

In order to understand the teaching practices that teachers use in the conduct of their jobs, Tatiane Kelly Pinto de Carvalho, in *Teachers' habitus: is it possible to teach sociology with training in other areas?*, presents arguments for a debate about the building of the teaching *habitus*, as well as the importance of initial formation in Sociology teaching.

Paulo Roberto Vieira Júnior and Eloisa Helena Santos, authors of *Work activity as a way of maintaining teacher's health: an ergologic perspective*, analyze strategies for health maintenance by teaching of teachers who never needed sick leave.

In *Metacognition implications on the learning process of mathematics*, Eliana Alves Pereira Leite and Marta Maria Pontin Darsie aim to contribute to the discussions related to the learning process of math by studying metacognition based on the identification and discussion of different definitions found in literature.

In the article by Véronique Francis, *Parent biographers. Family scriptures and birth diaries*, the representations of family, childhood and the role of parents in family scriptures about birth and infancy are analyzed within what we have called the ordinary practices of reading and writing. The article carefully discusses biographic fragments or texts, with or without photographs, which are archived in babies' diaries or on the Internet, in the family's blog. This rich paper contributes to the understanding of the socialization processes of the child within the family, as well as to the analysis of the ways the family is represented by parent biographers.

The use of Distance Education resources for statistics teaching is discussed by Daielly Melina Nassif Mantovani, Adriana Backx Noronha Viana and Maria Aparecida Gouvêa in the essay *Method for on-line activities introduction and attendance in statistics subject applied to management courses*. Moreover, the essay *Children and violence in schools: mirror of society*, by Eduardo Beltrão de Lucena Córdula, states the importance of social networks for children protection when dealing with a recurring problem in society nowadays.

In the review *Accuracy and intuition in the teaching of calculation and analysis*, Silvio César Otero-Garcia, comments on the doctorate thesis of



Revista Eletrônica de Educação, v. 5, n. 2, nov. 2011. ISSN 1982-7199.
Programa de Pós-Graduação em Educação. Disponível em <http://www.reveduc.ufscar.br>
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Frederico da Silva Reis, who was advised by Dario Fiorentini, from the Post-Graduation Program in Education of UNICAMP (*Universidade Estadual de Campinas*).

We also present the *NOMINATA* (NOMINATE) section, where we list all the professors and researchers who collaborated with the Magazine from December/2010 to November/2011. We appreciate their rich contribution.

In a movement of consolidation of The Online Magazine of Education (*Revista Eletrônica de Educação – REVEDUC*) of the Post-Graduation Program in Education of the Federal University of São Carlos (*Programa de Pós-Graduação em Educação da Universidade Federal de São Carlos*) from the second semester of 2011 onwards, we can count on the participation of the following researchers in our Scientific Editorial Board:

Almerindo Janela Gonçalves Alonso - University of Minho, Braga, Portugal, beginning of the collaboration in 08/2011

Ana Lucia Goulart de Faria - State University of Campinas, Campinas, SP, beginning of the collaboration in 08/2011

Beatriz D'Ambrosio - Indiana University, Indianapolis, Indiana, USA, beginning of the collaboration in 08/2011

Belmiro Gil Cabrito - University of Lisbon, Lisbon, Portugal, beginning of the collaboration in 08/2011

Debora Johnston - London University, London, England, beginning of the collaboration in 08/2011

Donatila Ferrada - Catholic University of Santisima Concepcion, Concepción, Chile, beginning of the collaboration in 08/2011

Josep Bonil Gargallo - University Autònoma of Barcelona, Spain, beginning of the collaboration in 10/2011

Joyce Elaine King - Georgia State University, Atlanta, Georgia, USA, beginning of the collaboration in 08/2011

Licínio Carlos Viana Silva Lima - University of Minho, Braga, Portugal, beginning of the collaboration in 08/2011

Lidia Puigvert Mallart - University of Barcelona, Spain, beginning of the collaboration in 10/2011

Ligia Maria Motta Lima Leão Aquino - State University of Rio de Janeiro, Rio de Janeiro, Brazil, beginning of the collaboration in 08/2011



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Maria Carmen Silveira Barbosa - Federal University of Rio Grande do Sul, Porto Alegre, Rio Grande do Sul, Brazil, beginning of the collaboration in 08/2011

Pedro Rocha dos Reis - School of Education of Santarem and Education Institute of University of Lisbon, Santarem and Lisbon, Portugal, beginning of the collaboration in 08/2011

Robert Cowen - London University, London, England, beginning of the collaboration in 08/2011

Rosa Valls i Carol - University of Barcelona, Spain, beginning of the collaboration in 10/2011

Tomás Patrocínio - University of Lisbon, Lisbon, Portugal, beginning of the collaboration in 08/2011

Vinício de Macedo Santos - University of São Paulo, São Paulo, Brazil, beginning of the collaboration in 08/2011

Finally we pay a posthumous tribute to our collaborator Professor Dr. Beatrice Laura Carnielli, Professor/Researcher of the Masters and Doctorate Program in Education (*Programa de Mestrado e Doutorado em Educação*) of the Catholic University of Brasília (*Universidade Católica de Brasília*) and the author of an article published in this issue, who passed away on September 11, 2011. Professor Beatrice dedicated the last fifteen years of her life to that Program and left her mark on many studies, projects and...lives. Always cheerful, she could see opportunities of overcoming in moments of conflict. It will be a sorrowful loss for that University, as well as for Brazilian education.

Aline Maria de Medeiros Rodrigues Reali and Anete Abramowicz
Editors

(English version by Maria Claudia Bontempi Pizzi)