



Letter to the Reader

São Carlos, May, 2013.

Dear readers,

This issue of REVEDUC – The Online Magazine of Education – a publication of the Postgraduate Program in Education (*Programa de Pós-Graduação em Educação – PPGE* – in Portuguese) of the Federal University of São Carlos (*Universidade Federal de São Carlos - UFSCar*), Brazil, consists of a dossier and constant stream texts. There are twenty-five papers, including articles, essays, case studies and experience reports. In the dossier, there are twelve national articles and a foreigner one (Argentina), an essay and an experience report, while there are six articles, an international essay (Colombia), a case study and an experience report from the constant stream of the journal.

An interesting fact about the set of texts of this issue is the wide range of territorial origin, with texts from Latin America and all Brazilian regions, although there is a predominance of the Southeast and Northeast areas.

The dossier *Education in spaces of restricted and deprived freedom: unveiling paths, forging educational policies*, whose organization is described in a specific section of this issue, is about a theme that features today with increasing importance among studies in the area of Education. That is because, as written in the article by Helen Halinne Rodrigues de Lucena and Timothy D. Ireland, "in recent years, the education of people deprived of their freedom was placed on the political-educational agenda in Brazil as a subjective right". Thus, the production of knowledge and the signalization of public policies related to it are relevant justifications for a dossier in this journal on this topic.

As for the constant stream articles, it is observed that they include a variety of themes:

The article *Education of ethnic and racial relations: an open path to the construction of a critical intercultural education*, by Janssen Felipe da Silva, Michele Guerreiro Ferreira and Delma Josefa da Silva, while questioning the colonial matrix of race and racism, interrogates the geopolitics of knowledge and discusses the processes of *decoloniality* set by the Black Social Movements.

In *Theory and methodology - some fundamental distinctions between the two dimensions within the social sciences and humanities*, José D'Assunção Barros intends, as suggested in the title of the article, to develop a reflection on the distinction between theory and methodology in scientific research and in the elaboration of texts in the Humanities.

Fabiana Giovani, in *The argument in writing ownership*, defends the child's ability of writing stories, reports, news, announcements and texts that are considered complex, such as the argumentative one, even when (s)he is still learning how to read and write.

Changes of public policy and the teaching of art in the state of São Paulo – Brazil (1981-2000), an article by Francisco Carlos Franco, describes the historical process and the educational policies that were established in public schools from the government of Franco Montoro to the government Mário Covas in 1995, with the implementation of neoliberal policies and their implications for education professionals and Art teaching in São Paulo public schools.

Raquel Firmino Magalhães Barbosa and Cleomar Ferreira, in *Superheroes in action: the aesthetic orientation of cartoons* aimed to examine the



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playing dynamics between the superheroes of some cartoons and the aesthetic orientation of this net of relationships.

Democratization of school management: advances and setbacks is the article in which Arilene Maria Soares de Medeiros discusses the advances and setbacks of the educational policy implemented by the city of Mossoró-RN, Brazil, related to the process of management democratization.

Among the selected constant stream papers, there is the essay *The standard evaluation from the freirean perspective* by Colombian author Juan Francisco Remolina Caviedes, who makes a critical analysis, from the educational postulates of Paulo Freire, of standardized assessments carried out in Colombian educational system, and suggests that evaluation should become an interactive space for subjects that interact through dialogue, mediated by a knowable object, in a more humane and democratic view of assessment.

There is also the case study and an experience report. The former - *Mathematical reading and writing: challenges for the teaching of mathematics in distance learning* – is based on the epistemological assumption that the construction of mathematical knowledge, especially in virtual learning environments, is related to mathematical reading and writing. It analyzes written records of the forums of a discipline and presents preliminary findings. The latter, titled *The long road to interdisciplinarity: experience report*, reports experiences with activities in a school of Campinas-SP, Brazil, and demonstrates how interdisciplinary projects were built, as well as the factors that contributed to their successes and failures. It also indicates the importance of effective integration among teachers and coordination and families support for successful interdisciplinary practices.

In section *Nominata* we nominate and thank the valuable collaboration of our colleagues who acted as evaluators, a function of great importance for the quality of this journal.

We would also like to thank all the authors who submitted their texts and encourage them to keep doing so, what would contribute decisively to the consolidation and growth of REVEDUC!

Cordial greetings!

Emília Freitas de Lima
For the Editorial Board

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