

Letter to the Reader

São Carlos, December, 2013.

Dear readers,

With this issue we close 2013 with an extra edition. From 2014 on, Reveduc is going to have three annual editions in order to meet the growing demand we have experienced since the creation of the journal in 2007. This journal has been consolidated in the scenario of Brazilian education and is gradually becoming internationalized. For the next two issues we acquired an important financial support from a project that is funded by CAPES in the program called National Observatory of Observation on the Expansion of Higher Education in Brazil. This observatory is coordinated by Professor Deise Mancebo, from the State University of Rio de Janeiro (*Universidade Estadual do Rio de Janeiro – UERJ*), Professor João dos Reis Silva Júnior, from the Federal University of São Carlos (*Universidade Federal de São Carlos – UFSCar*), who is also one of Reveduc editors, and by Professor João Ferreira de Oliveira, from the Federal University of Goiás (*Universidade Federal de Goiás - UFG*). Thus, we have gradually invested in the journal so that it may become an important means of dissemination in order to give visibility to the work of national and international researchers.

In this issue we have three international papers, two from Portugal and one from Italy, ten national articles, a case study, a debate, an experience report and an article for the Great Authors and Education section.

The international papers are:

Early childhood development: characteristics valued by future childhood educators, by Isabel Simões Dias, Sónia Correia and Patrícia Marcelino from the Polytechnic Institute of Leiria (*Instituto Politécnico de Leiria*), in Portugal. The article, a research result, sought to identify the knowledge that fifty students of initial training in Early Childhood Education (School of Education and Social Sciences; *Escola Superior de Educação e Ciências Sociais*) have revealed about the development of children in early childhood (from zero to three years old);

The vocational identity of institutionalized youth in educational centers: a look at the (re)education in Portugal, by Dulce Sofia Mendonça Martins and Carolina Carvalho from the University of Lisbon (*Universidade de Lisboa*), in Portugal, is a paper that shows the results of a research on the development of vocational identity of institutionalized youngsters; and,

The wonderful first year of life by Barbara Ongari from the University of Trento (*Università degli Studi di Trento*) in Italy. It deals with the potentiality of the first year of life.

The national papers are:

Teaching of geometric probability from fractals and problem solving by José Marcos Lopes, FEIS/UNESP, José Antonio Salvador, UFSCar, and Inocência Fernandes Balieiro Filho, FEIS/UNESP, is configured as a didactic-pedagogical proposal for teaching the concept of Geometric Probability through the use of fractals;

The role of mediation and intentionality in Mathematical Modelling activities by Rodolfo Eduardo Vertuan and Adriana Helena Borssoi from the Federal Technological University of Paraná (*Universidade Tecnológica Federal do Paraná*) and by Lourdes Maria Werle de Almeida from the State University of Londrina (*Universidade Estadual de Londrina*). The article aimed at calling the attention to the learning process of students when involved in activities of Mathematical Modelling. This text seeks to associate theoretical aspects of Semiotic Mediation, from the point of view of Vygotsky, and Intentionality as an attribute for learning;

Mathematics literacy and problem solving situations in “Provinha Brasil” by Elizangela da Silva Galvão and Adair Mendes Nacarato from São Francisco University (*Universidade São Francisco*). This article is focused on the analysis of literacy conceptions that are present in problem situations in *Provinha Brasil* of mathematics for the 2nd year of elementary school and performs reflections on the relationship between literacy and mathematical literacy;

Affirmative actions and democracy in contemporary education by Adriana Maria Tonini and Antonio Marcelo Jackson Ferreira da Silva from the Federal University of Ouro Preto (*Universidade Federal de Ouro Preto*) is an article that deals with the role of the curriculum in the proposition of “education for all”;

Formative principle of “learning-by-doing” in the school-workshops program by Rocío Serrano Cañas from the State University of Paraíba (*Universidade Estadual da Paraíba*) presents an analysis of the training proposal of the school-workshops program, based on the patrimonial principle of learning by doing;

Work and education conditions of teenager authors of infraction acts: a challenge to socio-education by Vania Cristina Pauluk de Jesus from the Socio-education Center of Ponta Grossa (*Centro de Socioeducação de Ponta Grossa*) is an article that deals with analyses and considerations on employment and educational status of adolescents who have committed illegal acts and comply with socio-educative programs in the detention center of Ponta Grossa, Paraná, Brazil.

Paradoxical inflections: disputes and negotiations on the provision of education in São Paulo prisons by Felipe Athayde Lins de Melo from the Federal University of São Carlos (*Universidade Federal de São Carlos – UFSCar*), reviews a brief historical background on the provision of education for people deprived of liberty in prisons;

Initial teacher training and youth and adult education: academic extension possibilities was written by Maria Júlia Canazza Dall'Acqua, UNESP, Relma Urel Carbone Carneiro, UEL, and Célia Regina Vitaliano, UNESP. The purpose of the article was to show, from a research, the possibilities and limits of academic extension programs as an environment for initial teacher learning and training. It also analyzes the main difficulties identified by Pedagogy and Social Science students about this initial training regarding its use in actual teaching activities;

Reflections on the act of researching in the history of education by Francisco Ari de Andrade, Elione Maria Nogueira Diógenes and Ana Maria Leite Lobato from the Federal University of Ceará (*Universidade Federal do Ceará*) discusses theoretical and methodological aspects of the act of researching in the History of Education discipline; and,

Inclusion of students with deafness in school physical education was written by Tássia Pereira Alves, Zenilda Nogueira Sales and Ramon Missias Moreira from the State University of the Southwest of Bahia (*Universidade Estadual do Sudoeste da Bahia*), Leonardo de Carvalho Duarte from the State University of Feira de Santana (*Universidade Estadual de Feira de Santana*) and Edvaldo Souza Couto from the Federal University of Bahia (*Universidade Federal da Bahia*). The article aimed at understanding the representations of deaf students on their inclusion in the lessons of Physical Education;

This issue has also a CASE STUDY called *Inclusion of a deaf student in vocational education in a public school in the city of Londrina*. It was written by Tirza Cosmos dos Santos Hirata from the Deaf Education Institute of Londrina (*Instituto Londrinense de Educação de Surdos, ILES*), as well as by Alessandra Dutra and Letícia Jovelina Storto from the Federal Technological University of Paraná (*Universidade Tecnológica Federal do Paraná, UTFPR*). The research portrays the process of inclusion of a deaf student in the Technical Subsequent Accounting Course in a state school of Londrina, Paraná, Brazil.

The Debate section brings the article *Reflections on the gathering of teenagers with intellectual disabilities in total institutions* by Eder da Silva Santana from UNESP, which discuss the confinement of people with intellectual disabilities in institutions such as nursing homes, asylums and prisons as a very ancient practice.

The EXPERIENCE REPORT is called *Employing mathematics: an experience with the world of labor*, and the author is Amal Rahif Suleiman from the public school “Monsenhor Gonçalves”, in São José do Rio Preto, São Paulo, Brazil. It reports an experiment conducted in a public high school, aiming at promoting and enhancing positive attitudes towards Mathematics subjects;

Finally, in Great Authors and Education section, we have *An encounter with Liane Mozère: post-structuralist perspectives in early childhood studies* by Ana Cristina Coll Delgado, from the Federal University of Pelotas (*Universidade Federal de Pelotas*). In this paper the author summarizes the main works of Liane Mozère, who died in

2013 and was an important French sociologist and feminist. She actively took part in the Revolution of 1968 in Paris, and joined the group of Gilles Deleuze and Félix Guattari. She also fought strongly against an oppressive education, especially for small children. In 1992, she published the book that is regarded as one of the most important works that approach the history of day care centers: *Printemps des crèches*.

Dear readers and all collaborators of Reveduc (researchers, articulators, reviewers, technical, editorial and scientific staff): at the end of this year we would like to wish everyone a great 2014, and thank those who work tirelessly with us only for the sake of contributing so we can build knowledge from research and thoughts towards an increasingly dignified and better life

ENJOY THE READING! HAPPY NEW YEAR!

Anete Abramowicz
Editor-in-chief Reveduc

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