



Editorial

Aiming at encouraging the development of research in Education in Brazil and abroad, the Acta Scientiarum Education journal has the mission of disseminating researches related to various theoretical perspectives. It is believed that a broad debate on the educational process expands the possibilities for the development of this area and, consequently, of paths towards the training of self-employed people. With such a purpose, it is expected that the texts that make up this issue will help to spread research findings and to promote reflections on education.

Among the 10 articles comprising this issue, two treat Education from the perspective of the History of Medieval Education; one of them exposes reflections on the Inquisition between the 20th and 14th centuries; the other one brings up questions concerning hagiography in the 13th century. These two texts are part of the History of Education section.

It is relevant that an Education journal enables the publishing of studies that analyze education by moving beyond the time and the place in which it is produced. This detachment in relation to space and time is important for building a broader perception on the educational phenomenon, contributing to the systematization of a 'permanent background' that allows for thinking this phenomenon without losing sight of its roots and traditions.

The Philosophy of Education section presents the results of an investigation about John Dewey, an American intellectual of the early 20th century. The text highlights the importance of this thinker in the construction of the principles of freedom and democracy. The article brings a philosophical perception of Dewey's formulations, noting the relevance of the author's thoughts on education in the 20th century.

The Public Policy section counts with an insightful analysis of the relationship between basic education funding and the policies adopted in the Brazilian society. The article examines the historical paths of basic education, funding and policies, showing that these three pillars intertwine and found basic education in Brazil.

The other six texts that complete this issue of Acta Scientiarum Education are part of the Teacher Training section. This set comprises an article that evidences the difficulties in mathematics learning in licentiate courses of the Exact Sciences field; it is an investigation whose data exposes the need for reviewing teaching practices and theories systematically used in mathematics teaching. Another study investigates the significance of curricular traineeships for teacher training within the pedagogy sphere, whose central axis of analysis shows that curricular traineeships are essential to a teacher's activity and, for this reason, need to be carefully designed and evaluated. The third research also turns itself to curricular issues and considers the importance of curricular components for the formation of a student's identity, dealing specifically with the identity formation of indigenous peoples. Another article presents a study about the pedagogical practices of teachers

who work in the Specialized Educational Service (SES), supporting the analysis of practices employed by teachers in the Multifunctional Resources Room on Michel Foucault's formulations about discourse. This section additionally brings a study in which affection is seen as one of the possible paths for teaching practice. Founded on Vygotsky, the research reveals the idea that in all human relations, particularly in teaching and learning activities, affection constitutes the central axis of pedagogical practice. The sixth paper presents the conception of pedagogical work from the Marxist perspective. The central idea of this study is to point out that Marx's perspective on labor and the concept of dialectics should map the pedagogical practice, because such perspective can be a way for education to go beyond the 'inertia' that, according to the researchers, affects teaching practice in schools.

With the presentation of the main questions addressed in the texts that makeup this issue of *Acta Scientiarum. Education*, it is possible to understand that the journal, once again, fulfills its mission of disseminating research about education based on different theoretical and methodological matrices and referring to different times in history, believing that the formation of free people who are aware of their actions requires, first of all, freedom of thought and respect for the Other. This is observed in the studies that compose this issue, since they are founded on Foucault, Marx, Vygotsky, Dewey, among others, with temporalities that cross the Middle Ages, the 20th century and the present. It is, therefore, in the face of this diversity, whose outlining milestone has not been abandoned, that is, Education, that we invite readers to visit, read, download and submit texts to the *Acta Scientiarum Education* journal. Welcome, everyone!

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