



Editorial

The publication of the issue 4, volume 38, is a great satisfaction for the editorial team of *Acta Scientiarum. Education*, as it is the last issue of 2016. This means winning another year of publication, fulfilling the fundamental goal of promoting and disseminating scientific research in education, therefore, in human sciences for the Brazilian and international communities.

This edition combines burning issues on the knowledge into a single number, since it publishes texts dealing with human development from the perspective of classical authors of the Middle Ages and Modernity. There is also a text that investigates the education of indigenous children; another study that reflects on the curricularization of statistics education to high school; two texts that relate to issues concerning the use of technology in education; and one analyzing the figure of one of the most important Brazilian intellectuals in the history of education, Primitivo Moacyr, and, through his activities, the relevance of the Brazilian Historical and Geographical Institute (IHGB).

The diversity of themes could a priori lead the reader to think about the identity of *Acta Scientiarum. Education*, as it publishes diversified themes, in an era whose rule is the clarity of focus. However, this diversity of investigations is what explains the trend of this journal.

Exactly by thinking about the educational phenomenon from its different objects, various kinds of sources, and especially considering that the twenty-first century requires a broadening of the vision from actors/authors/subjects, the journal publishes research dealing since foundations of education, with themes on neo-Platonism and scholasticism, and authors like Jean Bodin and Montaigne, passing through authors such as Primitivo Moacyr and IHGB, until questions about the education of indigenous children, high school curriculum and contemporary themes like the use of technologies in education, such as the presence of media in educational processes and distance education.

The section that opens this issue, 'Philosophy of Education', contains two texts, one authored by Giannina Burlando, entitled 'Resena historiográfica del proceso de la soberania desde la Edad Media'; other by Gerald Cresta, entitled 'La sistematización de lo trascendental del ser en su desarrollo histórico'. The reflections presented in both articles are important for the understanding of the person's formation and the formation of the modern state.

In the second section, 'History of Education', four texts are published. The first, by Rosana Areal de Carvalho and Raphael Ribeiro Machado, entitled 'Primitivo Moacyr and historiographical production: between the modus operandi of IHGB and the seal of INEP' brings relevant reflections to understand the close relationship between this intellectual of the first republic and two of the main Brazilian institutions dedicated to research. Because of the relevance of this theme to history and history of education in Brazil, the article is the highlight of this issue because the intellectual Primitivo Moacyr and the two institutions, IHGB and INEP, represent milestones for Brazilian educational studies. The second article in this section, 'Education according to Montaigne perspective in the Renaissance', is Gustavo Araújo Batista authored. The study presents a reflection on the characteristics of the education proposal of Montaigne. According to the author, Montaigne has a perspective 'guided by intellectual skepticism and moral stoicism' at a time when the people of Western Europe were experiencing a period of profound cultural changes and, as a result, they had to think about education under these transformations. The third study is by Cristiane de Magalhães Porto,

Renata Tavares Benia and Daniella de Jesus Lima, entitled 'Unleash your imagination: fandoms and contribution of fanfictions to the educational context based on the case of narrative about HIM'. The text highlights the relevance of appropriating media for the educational process gain fluidity with the use of technology in education. In light of the new possibilities of educational practices, it is necessary to think media communication as a means of teaching/learning/dialoguing/narrating. The fourth and final text of this section, 'Social representations related to elementary school teachers and the inevitable associations to women teachers' by Josiane Peres Gonçalves and Leonardo Alves de Oliveira, brings a gender study which recovers the male figure as a person occupying important space in the educational process. The text also reflects on the difficulty of the Brazilian school community to accept the male teacher in the classroom.

In the third section, 'Public Policy and Management', the interested public will find two studies. In the first, 'Indigenous children: the role of games, the jokes and imitation in learning and development', Rosângela Célia Faustino and Lúcio Tadeu Mota present an educational perspective of indigenous children, seeking to show that the formation of the child takes place mostly through play. In this sense, the study becomes an exemplum of how the educational stimulus of games and jokes is significant for children. The second article is by Leonardo Kazuo dos Santos Szeikawa and Leides Barrosos Azevedo Moura, entitled 'Evaluative culture: the impulse given by MERCOSUL for the consolidation of the South American evaluation systems'. This is a considerable study to the teaching context in Brazil and the South American continent, especially in higher education, particularly when establishing links between the indices of the economy and politics in this geographical area where the numbers of people enrolled in education, with emphasis on higher education, are negligible in relation to countries of the north American and European continents. Therefore, the debate on evaluation in teaching allows reflection on issues involving education, as well as the need to think of education as a central hub for the regional development of the South American continent.

The last section of this issue is named 'Teaching and Learning'. In it, the reader has at disposal two texts. The first, by Samuel Edmundo Bello and Renata Sperrhake, entitled 'Education and social risk in curricularizing statistical knowledge in Brazil', shows a collaboration for the teaching of statistics in elementary and high school. The reflections presented by the authors lead the reader to current educational issues related to the formation of teenagers ready to assume their role of citizens in society. The latest study, by André Garcia Correa and Daniel Mill, is entitled 'Virtual perception analysis in music teaching by distance education'. The research explains the possibilities of teaching music in the distance mode. The study provides one of the oldest fields of knowledge of humanity, music learning, coupled with the distance education, one of the technological innovations in education. The text allows the dialogue between an odd knowledge, amalgamated with sensitivity, mathematics, erudition among other requirements, and at the same time, exemplifies how technological innovations enable knowledge in different areas of humanitas.

With this presentation, it is believed to show the importance of the diversity of research and the breadth of historical temporality for human formation, because there is the possibility of establishing principles that can contribute to the formation of people more open to the differences, essential marks in the present time. It is believed that this issue of *Acta Scientiarum. Education* allows multiple readings. Thus, the editorial team invites everyone to visit and read the articles now published, and to develop new research. A good read to all.

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