



Editorial

With great satisfaction, the Editorial Board of *Acta Scientiarum. Education* presents another issue of the journal. In 2017, we opened our editorial activity/with one more reformulation in our *modus operandi*, with a view to expand the visibility of the journal and increase its possibilities to become increasingly/even more a vehicle for the spread of science in Brazil and abroad.

The editorial committee has defined two axes for submitting the manuscripts because we believe that they will make it possible to define, with more objectivity, the scope of the journal. The selection of these two axes was based on a rigorous analysis of the submissions made since the foundation of the journal in 2010 and, as a result, of the trends in the graduate research lines in the country, especially those in the area of Education. Thus, the axes of history and philosophy of education and the teacher training were defined. With this more focused definition of the editorial line, we expect to collaborate even more with the development of education, democracy and freedom in Brazil, because we definitely consider that a society becomes free when citizens know and, therefore, have and defend individual and collective freedoms (La Boétie, 2009).

After announcing another innovation in *Acta Scientiarum. Education*, we also inform the public that v. 39, n. 1, brings as a featured article *Imagens nos livros didáticos de matemática: Georg Augusto Büchler e Karl Sölter*, authored by Circe Mary Silva da Silva. The choice of this article to be the cover of this edition is linked to the two issues that we consider relevant for the national education. The first is the importance of recovering the history of teaching mathematics through the textbook, by enabling us to think about the relevance of teaching material as an instrument of human formation. The textbook becomes an important teaching tool when it presents a definite and objective content for learning. In fact, even though textbook is strongly criticized, we cannot disregard, like Zaballa, that it is an important resource in the formation process of students, although, in fact, it cannot be the only one. "The textbooks, which are messages transmitters, work as transmitters of certain visions of society, history and culture" (Zabala, 1998, p. 174). In this way, when we publish the study of Circe Silva on the mathematics textbook, we will return to the historical aspects of teaching of the period of Augusto Buchler and Karl Sölter's book.

The second issue is associated with the importance of disseminating the knowledge of mathematics as essential content for the formation of the person. Mathematical language is one of the oldest forms of communication of the history, so when it comes to civility, it is timely to show its importance. In addition, the poor results that Brazilian students achieve in national and international evaluations reinforce the need to stimulate the dissemination of the history of mathematical contents as a way to encourage mathematical knowledge among our peers/teachers and the community in general.

Along with this article, in particular, we bring further nine studies that will certainly promote new research in the areas of education, history, philosophy and teacher training.

In the axis of *History and Philosophy of Education*, we have a set of four texts. The first article, authored by Professor David Emilio Morales Troncoso, is entitled *La dialéctica del platonismo y la visión de San Agustín en Ostia Tiberina*. From the work of Confessions, by Saint Augustine, Professor Troncoso seeks to recover the philosophical and religious experience of Neoplatonism present in the work of one of the most important

authors of patristics. The second study, authored by Terezinha Oliveira, entitled *Thomas Aquinas' influences in Infante D. Pedro' "Virtuosa Benfeitoria": Scholastic tradition in History and History of Education*, reflects on the historical permanence of the scholastic writings of the university master Thomas Aquinas in the work of the Infante D. Pedro, Duke of Coimbra, especially with regard to the ethical and political formation of the governor. The third study published in this issue of *Acta Scientiarum. Education* presents the research of professors Rafael Rodrigues Mueller and Lucidio Bianchetti, entitled *Theoretical-practical aspects to the formation of the interdisciplinary researcher: on the intellectual trajectory of Karl Marx*. In it, scientists evidence the possibility of conducting interdisciplinary research beyond the hegemonic tendency in the country that interdisciplinarity must necessarily be synonymous with the collective. The fourth and last text of this section is the study of professors Tiago Donizette da Cunha and Mauro Castilho Gonçalves, with the title *The (dis) organization of primary education in the Paraíba Valley of the state of São Paulo: between isolated schools and school groups (1893-1908)*. The research addresses an important period of the constitution of the public school registered in the passage from Brazil's Empire to Brazil's Republic. Although the study is verticalized to a region, it allows us to perceive, in general lines, the scenario of education in the country and the difficulties faced by teachers and educational leaders.

Therefore, we observe that although the texts that make up this axis are from different chronological times, it is perceptible that they enable readers to understand the historical and philosophical formation of different educational processes.

The second axis, *Teacher Training*, discloses, in this issue, six studies. The first one is entitled *Trainee primary-school teachers' perceptions on CLIL instruction and assessment in universities: A case study*, authored by María Victoria Guadamillas Gómez. In the text, the researcher analyzes the training of bilingual teachers to work in primary education. This is a case study in which the author shows that knowledge of the second language has become more pressing for teachers in Spain because of the multicultural and interdisciplinary context that the country has experienced in recent decades. The second article refers to the text that has already been presented, on the cover. The third text *The gap between the 'use' and the provision of the practice in the continued training of teachers*, by the professors Andréia Lopes Pacheco Vasques and Flavia Medeiros Sarti, analyzes the difficulties faced in teacher training courses, especially when considered the training of practicing teachers. According to the researchers, one of the biggest problems is found in internship, when the practical knowledge of the undergraduate students/teachers are disregarded. The authors present their reflections indicating that teacher training courses need to review their pedagogical practices. The fourth research is entitled *Professional development and teaching career: dialogues about beginner teachers*, authored by Professor Lúcia Gracia Ferreira. The professor seeks to show that the researches examining the training of teachers in Brazil start from a premise that considers that the training and practice of the European teacher do not correspond effectively with the knowledge and exercise of Brazilian teachers. Thus, the study evidences a gap between what is studied about teacher training and what this teacher knows and teaches. Thereby, the proposal of Ferreira is to consider the teaching practice to understand the basis of training. The fifth article published, *Deaf pedagogy and bilingualism: points and counterpoints in the perspective of an inclusive education*, is authored by Eliziane Manosso Streiechen, Cibele Krause-Lemke, Jáima Pinheiro de Oliveira and Gilmar de Carvalho Cruz. This text refers to a study that investigates the inclusion of deaf students in common schools. In agreement with the authors, to understand this complex situation of inclusion, they were based on bibliographic studies and qualitative research. The sixth article of this section, also the last of issue 1, volume

39, *Acta Scientiarum. Education* is entitled *Academic community: guidance as interlocution and as pedagogical work*, authored by Liliana Soares Ferreira. The study presents a debate in which the author seeks to show that the work of guidance in Research Groups offers possibilities for pedagogical actions, as well as produces examples of positive experiences of social interaction between people with different levels of academic formation. Ultimately, the article states that research activities in Research Groups, if well-monitored, can provide ways for teaching practice.

Thus, it has been presented the set of 10 texts that compose this issue of the journal *Acta Scientiarum. Education*, we invite everyone to visit, read and download the researches released.

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