



## Editorial

The editorial team of *Acta Scientiarum Education* ends 2017 with the publication of a special supplement that increases, in 10 new articles, the overall number compared to 2016.

Besides the publication of a larger number of articles, the publication of volume 5 of issue 39 endorses the recognition of the journal by the scientific community in the area of education in Brazil. In all the issues published in 2017, as well as in the historical sequence of the previous editions, *Acta Scientiarum Education* has become a vehicle of scientific dissemination of great regional dispersion, contributing to the institutional insertion of the authors that have their texts published therein. It is necessary to acknowledge the commitment of the editorial team to build such credibility, in order to concretize those that are their missions: "1) To make possible the public registration of knowledge and its preservation; 2) Publish research results involving ideas and new scientific proposals; 3) Disseminate the information and knowledge generated by the scientific community and 4) Speed up the process of scientific communication in the area of education".

To meet these goal, the credibility noted above allows the editorial staff to define analytical and thematic focus of the articles that make up each new edition. It is a question of assuming the editorial work not only in the daily readings of the receipt, assessment and publication of the proposals, but also to take advantage of this privileged condition of agglutinating researchers who submit their work to direct, underline and create new looks for relevant variables in the educational field. In this sense, it is interesting that the consideration of the aforementioned regional dispersion, which marks the relevance of *Acta Scientiarum Education*, should be carried out through various scales of analysis. Particularly, in this special issue of the journal, we point out the following: of the 25 authors of the articles published here, 22 work in institutions in the States of the southern region of the country. There are 3 researchers from the State of São Paulo (southeast region), 8 from Paraná, 7 from Santa Catarina and 7 from Rio Grande do Sul. This fact collaborates to offer a sample of the vigor and variety of researches in the southern states, as well as boosting similar efforts in regions of the country where educational research is still under development, as well as providing and stimulating further dialogue with States and regions with an academic and research tradition in the educational field.

We cannot forget that the articles, their evaluation and editorial procedures do not happen in a way impervious to the context in which they appear or are adhered to. To achieve this special supplement, it is essential to emphasize that energy and precision for its existence are strengthened and even persist in the frequent and urgent cultural, political and economic struggles of recent years, marked by the budgetary constraint of public administration, and particularly dramatically in education, culture, science and technology. It is well known that the current unfavorable context for the reflection about the importance and the challenges posed to the various educational aspects imposes serious difficulties on the editorial and research work. Therefore, the 10 articles that make up this special issue of the journal must be received as important pieces in the ongoing struggles, at the same time as they result from them. Equally important is to recognize that this result presented to the public evidences a work that the publishing team of *Acta Scientiarum Education* assumes as decisively collective. After all, it involves not only the editorial team and the State University of Maringá, in Paraná, but also researchers from all over the country and abroad who submitted their articles for analysis, as well as those who participated as reviewers, all of which representing a

fundamental element for the recognition of the academic rigor that *Acta Scientiarum Education* has been going through these years. Last but not least, we make public our appreciation to the readers of various parts of Brazil and other countries who now read this fruitful work and use the articles published in their own research and reflections.

Let us now turn our attention to the variety and importance of the research interests of the articles approved and presented in this issue, which support the editorial guidelines of *Acta Scientiarum Education* with its publication traditionally organized in two sections.

The section History and Philosophy of Education is composed of four articles, one of which is the highlight of this edition entitled “Gustave Monod and the renewal of the French secondary education”, written by Elisabete Maria de Araújo and Norberto Dallabrida (both Santa Catarina State University, SC). In it, Monod’s trajectory is studied, especially when he takes over the post of Inspector General of Secondary Education in France and carries out the project of the “nouvelles classes” and the foundation of the *Centre International d’Études Pédagogiques* (CIEP), a transnational space for study and research in education whose action took place in the 1940s and 1950s - the tributary period of the New School ideology. These projects were “a set of innovative didactic strategies that broke the backbone of pedagogical traditionalism and the elitism that prevailed in French secondary education” (p. 480). As we read in the article, besides this initiative received no systematic attention until now by the historical-educational research, Araújo and Dallabrida justify their analysis because the “nouvelles classes” influenced Brazilian teachers in that context. These teachers, after spending a season in France to learn about the initiative in the 1950s, tried to concretize it in the Brazilian context, aiming to improve secondary education. The notions of “circulation” and “appropriation” coined by the historian Roger Chartier guide the present article.

In the sequence, Flávia Eloisa Caimi (University of Passo Fundo, RS) and Sandra Regina Ferreira de Oliveira (State University of Londrina, PR), are the authors of “Progression of the historical knowledge between the elementary school and the high school: a look at the textbook” Through the comparison of textbook editions for the teaching of history in Brazilian Basic Education, the authors seek to verify, in the teaching of history, “the possibility of understanding how students’ ideas about the past are constructed and developed, how these ideas are transformed in the course of the processes of school learning, of the grades, cycles and segments of schooling” (p. 486). As conclusions, the authors warn that the analyzed books present a vision of fundamental concepts for the historical reflection still resentful of a real increment of depth and complexity. In the meantime, the teaching of history that occurs in High School repeats concepts and notions approached since Elementary School.

The Jesuits seen through gramscian lenses is the theme of Flávio Inácio Pereira and Peri Mesquida (both, Pontifical Catholic University of Paraná, PR). Entitled “A Gramscian Approach to the Jesuits’s Practice as Intellectuals in Colonial Brazil”, the article takes the writings of the Italian philosopher who deal with the role of the intellectual in culture and society and focuses on the history of Portuguese America through letters written by Manuel of Nóbrega. The analysis evidenced the importance of Jesuit action throughout the Portuguese colonization. The educational emphasis of this action, as emphasized by Pereira and Mesquida, along with the political, economic and cultural relevance of the Society of Jesus, that the study emphasizes in focusing on the seventeenth century, resulted in the perceptible influence that the Jesuits would have possessed in more recent developments. educational history. Some of these developments are outlined by the authors.

“Education and liberty: the habitus formation as a fundamental critical element to the theory of emancipation” is the title of the last article in the section History and Philosophy of Education. Having as theoretical support a dialogue between Kant, Marx, Adorno, Horkheimer and Bourdieu, the authors, Adreana

Dulcina Platt (State University of Londrina, PR) and Delamar José Volpato Dutra (Federal University of Santa Catarina, SC) aimed to understand what they call the “educational phenomenon” as “a constitutive element to the emancipation of the subjects” (p. 506). The authors’ analysis seeks to provide support for criticisms on the traditional approaches to the problem of emancipation, assuming the praxical constitution of a “second nature” as a process to be held as “incorporation of a nature” as “humanity produced” and transmitted socio-historically. In this regard, education must be assumed as “the formation of human beings and the historical accumulation of our material and immaterial production of existence, in a volume of reiterated human practices that are incorporated into a habitus” (p. 506).

The section Teacher Training brings together six articles, the first of which was signed by Marta Cristina Cezar Pozzobon (Federal University of Pampa, RS), Cláudio José Oliveira (University of Santa Cruz do Sul, RS) and Cátia Maria Nehring (Regional University of the Northwest of the State of Rio Grande do Sul, RS). The article is entitled “(Des)caminhos na condução do professor que ensina matemática nos anos iniciais do PNAIC [Programa Nacional de Alfabetização na Idade Certa]”. The proposed analysis was focused on pedagogical materials produced in the PNAIC for mathematical literacy. The authors evaluated the constitution of the teaching activity in mathematics instruction through the Foucaultian referential, observing that “the constitution of teaching in the early years to teach mathematics has been produced by real games that indicate ways and behaviors centered on teacher action” (p. 517). When studying the normativity on the teaching action of these teachers focus of the research, Pozzobon, Oliveira and Nehring problematize such a position in a provocative way, stating that: “Perhaps we are reflecting on old themes from new problems” (p. 521).

Investigating representations about race and gender in basic education is the central objective of Bianca Salazar Guizzo and Maria Angélica Zubaran (both, Lutheran University of Brazil, RS) and Dinha Quesada Beck (Federal University of Rio Grande, RS). In “Racial and Gender Representations in Primary Education: researching with children”, the researchers use observations from different pedagogical contexts in early childhood education, analyzing them through the theoretical and methodological indicators of the Cultural Studies of Education. Not only representations produced by children about race and gender are inspected, since a great highlight of the observations made is directed to the reflection of the importance of the school in the complex process of construction and reproduction of these same representations. Based on the path taken, the school is understood as a space in which racial and gender discrimination operates in a worrying way. In this observation, it becomes crucial to verify the need and the possibilities of the school to foster a relationship that leads us to a “diverse, multiethnic and multicultural society” (p. 530).

The teaching of the English language is another subject discussed in this edition of *Acta Scientiarum Education*. The intention of the authors, Carmem Silvia Lima Fluminhan and Camélia Santana Murgio (both, University of Western São Paulo, SP), in this article, is to consider the role of feedback in this teaching modality based on the survey of the academic production related to the subject in a specific literature database search, the ERIC. When we read “Analysis of the scientific production about feedback on teaching English as a foreign language using ERIC database” we note that the research highlights the way in which this question has been approached by studies of various shades regarding the issue. From the survey, six analytical categories are pointed out that highlight the main thematic and approach trends that characterize the feedback studies in English language teaching. The article stimulates the accomplishment of new studies based on surveys that incorporate other bibliographical databases, but also that look at these trends based on the particularities of the Brazilian context.

Crizieli Silveira Ostrowski (Federal University of Technology - Paraná, PR) and Tânia Regina Raitz (University of the Valley of Itajaí, SC) begin the article “Some reflections on the relationship between work

and education” highlighting in the proposal a close look at the role and limit of the state and public policies within contemporary capitalism. For the authors, it is assumed as an analytical stance that counteracts the “capitalist perspective” and “neoliberal conceptions” (p. 547), to retake the Marxist tradition and reflect on the overlap between work and education. Having these considerations as guiding element, the text is developed in four parts. In the first part, the imbrications between work, education and social organization are approached. Then, looking deeper into the chosen theoretical field, the researchers discuss private ownership and division of labor. In the third and fourth parts, the historicity of man and the interpretation of labor as “educational principle” (p. 552), are the respective analyses.

The penultimate article of this section is titled “Programa Institucional de Bolsa de Iniciação à Docência e a questão que envolve a melhoria da qualidade da educação”. Natália Neves Macedo Deimling (Federal Technological University of Paraná, PR) and Aline Maria de Medeiros Rodrigues Realí (Federal University of São Carlos, SP) use interviews with supervisors, professors and students of four programs. The main goal of the study is to raise the impact that the activities developed in it has generated in the training of future teachers of Basic Education. During the development of the reflections we get in touch with experiences that reflect and evaluate the PIBID in the training of teachers and in the promotion of pedagogical practices of great value. Although this recognition can be accepted as an endorsement of the program, the authors do not refrain from criticizing views that attribute to PIBID the role of solving the serious problem of teacher training in Brazil. The article concludes by stating that the “articulation between the legal propositions and the social, cultural, political and financial demands of the reality in which the processes of teacher training and performance are developed” is urgent (p. 565).

The last article of this special issue of *Acta Scientiarum. Education*, is titled “Formação continuada: a visão dos professores de um curso de graduação tecnológica”. Based on the professional performance of teachers of a Fashion Design Undergraduate course, the authors, Fabiana Martinello Paez and Antonio Serafim Pereira (both, University of Extreme South of Santa Catarina, SC), investigate the mechanisms of continuing education, as well as the way in which these mechanisms are experienced and evaluated by the teachers in question. The study carried out documentary analysis, applied questionnaires and interviews, which allowed to verify the value attributed to teachers for the various mechanisms that approach the teaching action in higher education. The authors verified that the training processes for teachers in higher education must overcome the eminently technical bias, not only with regard to the topics addressed, but also with regard to their execution in the form of lectures and “sporadic courses” (p. 574).

Concluding the opening words to this special edition of *Acta Scientiarum Education*, it is necessary to say, once again, that this opportunity is a gain for the editorial team of the journal, as well as for the community of researchers in education that has in this journal the opportunity of divulging of evaluated manuscripts and the repercussion of subjects in a qualified forum of education. In times of exasperation of the systems of conceptualization and assessment, and emphasis on academic productivity, bringing another quality edition in education is a great deal. Therefore, we recommend researchers, teachers, students and all those who have in education a target of their research interests to read and disseminate the papers published here. Good reading!

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