

Editorial

The Editorial Board of the Journal *Imagens da Educação* is pleased to publish articles from researchers from different regions of Brazil again and thereby fulfill the mission of this journal: spread the production of the scientific community and encourage the use of different research sources in Education.

The eight articles that comprise this volume are organized into three sections: Teaching and Learning, Public Policy Studies, and Historical and Philosophical Education.

The *Teaching and Learning* section has four articles. In the first, "Online education classroom courses in teacher training in Brazil of today: a 'new' educational paradigm?", although the author presents reflections on distance education in Brazil since the eighteenth century, focusing in Brazilian contemporary online education, his approach leads back to the classroom training courses for teachers. The second article also deals with the training of teachers, emphasizing the process of "research-training as a permanent place of teacher education." The third article in this section deals with the results of an implemented project with students from 9th grade of elementary education at a public school whose goal was to "reflect on everyday themes", namely "teenage pregnancy, current condition of education, teacher/student relationship", "through clippings of films, followed by an analysis of its contents". The fourth article highlights the "conversation wheel as a methodology for the construction of a space for dialogue in high school."

The article published in the *Public Policies* section analyzes the educational policy of the government of José Sarney, seeking "to identify the contribution of this government for the construction of an inclusive education system," in consultation with "primary and secondary sources, respectively, documents and national scientific production".

The *Historical and Philosophical Studies of Education* section consists of three articles. The first, "Ethics and dialogical culture: the value of critical -reflexive transitive in education", was based on the writings of Paulo Freire and argues that there is not an "ideologically neutral and ethically free education", establishing a "correlation between ethics, politics and education". The second text, based on Foucault's postulates, presents a discussion on the challenges of the teaching profession in contemporary society, "regarding the necessity of forming critical students." The last article brings up the discussion about the process of democratization of Brazilian education, taking as guiding elements the ideas defended by Teixeira.

Considering the relevance of the themes of the works published in this number, it is with great satisfaction that we invite everyone to visit it, to read the texts published in it and to submit articles to be evaluated and published in this Journal.

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