

**EDITORIAL v. 31, nº. 01, 2022**

The Revista Momento - Dialogues in Education introduces its first volume – which is composed of a thematic dossier and five papers in the continuous flow – in 2022.

At the moment we are writing this editorial, humankind is still reconstructing itself and trying to go back to “normal” after two pandemic years and more than 600 thousand deaths in Brazil. Besides this situation, which has affected everybody somehow, we have gone through – despite the considerable geographic distance – the horrors of the ongoing war set off by Russia on Ukraine.

Eduardo Galeano has said in an interview<sup>1</sup>: “Wars always lie; no war has the honesty to confess: I kill so that I can steal! Wars always invoke noble motives: they kill in the name of peace, in the name of God, in the name of civilization, in the name of progress, of democracy. And, if so many lies weren’t enough, the media is always ready to invent imaginary enemies to justify converting the world into a grand lunatic asylum and an immense slaughterhouse”.

According to the United Nations, the war between Russia and Ukraine has already taken many lives of soldiers and civilians, including older adults, youngsters and children. Victims are the ones who have their lives, houses, homes, country, families and rights taken away from them. Regardless of where a war takes place, its effects affect, somehow, everyone who survives/lives on our planet.

Beyond announced wars, humankind has struggled with fights and battles that are either invisible or made invisible to us. To give voice, chance and visibility, we would like to introduce this issue with the dossier “*Education in human rights and difference: politics, subjects and practices*” which shows actions and effects of neoliberal policies, capitalism that put human dignity at risk when they either restrict or cut essential human rights, such as health and Education.

On one hand, wars and the pandemic aggravate vulnerabilities and discrepancies found in society for centuries. On the other hand, they motivate many scientists, researchers, teachers, professors, educators and humans to resist and rise against them in different ways. Every group resists with the weapons it has to fight different battles. Educators, teachers, professors and

<sup>1</sup> <https://www.youtube.com/watch?v=NYCPf4CJEPU>

researchers count on science, whose studies proclaim and publicize knowledge that is, or may become, the most powerful weapon to face other pandemics and wars.

The first text in the continuous flow, which is entitled *Maria Margarete Sampaio de Carvalho Braga: a teacher's career, experiences and sociability (1970-2015)*, was written by Lia Machado Fiuza Fialho, Maria Aparecida Alves da Costa and Hugo de Oliveira Leite. It is the result of a study carried out in the field of History of Education which introduces data that give visibility to a Freirean teacher's education process. The biographical study is theoretically based on Cultural History and methodologically on Oral History. Its object of study is the teacher's narratives which were collected in interviews (recorded, transcribed and validated ones).

Another academic study of teachers is *The teacher behind the mask: notes on the teaching reality in pandemic times*, which addresses dimensions, processes and routes involved in a female teacher's routine. The study was carried out with the use of cartography and introduced Arts in different forms, such as texts, songs and films, as drivers of meetings with a group of teachers who discussed distance education. Its authors, Adriana Gustavson Wilson, Kelly Juliana da Silva Trennepohl and Daniela da Cruz Schneider, found inspiration in their readings about feminism, teaching, Arts and "Arts as teachers' work".

The paper entitled *Teaching practicum in Higher Education: a translucent look based on experiences in the teaching and learning process* was written by Iris Maria dos Santos Faria, Willams dos Santos Rodrigues Lima and Maria Aparecida Pereira Viana. It describes experiences and activities developed throughout the teaching practicum developed in the Master's Program at the Universidade Federal de Alagoas (UFAL), in Maceio, AL, Brazil. The qualitative study, which was conducted as action research, was based on the following guiding question: "how can we contribute to teachers' early education with/to use TDIC in the COVID-19 pandemic?". Discussion and results describe activities that were developed not only to improve the teaching and learning process in the pandemic but also to motivate students to use TDIC.

Alexandre José Soares Reis, Deyverson Mesquista Freitas and Neuma Teixeira dos Santos wrote the paper entitled *Addressing energy efficiency to Elementary School students in Capanema, PA, Brazil*. It shows the application of knowledge about energy efficiency with the

use of awareness-raising activities – related to the use of electrical energy – with 6-10-year-old Elementary School students. After giving speeches, showing videos and asking oral questions, the authors perceived that students understood the issue of energy production. According to the authors, when Environmental Education addresses the issue of energy, it contributes to develop critical thinking based on knowledge learned in school and experienced in the community.

We end this issue with the paper *Dialogue between Visual Arts and Law: the transformation of concept of families*. It introduces important changes that have happened in human relations after the Second World War, mainly related to the concept of family. Carina Lopes and Lauer Alves Nunes dos Santos analyze the transformation that took place in the concept of family through paintings and art pieces that are significant in the Arts created by national and international artists. The analysis enabled the authors to construct a comparative line of changes in the concept of family as the result of social transformation and changes in social and legal aspects to understand whether there is fluidity in the concept or, despite evolution, the family keeps being a solid institution with social origins.

The texts that comprise this issue address several themes in distinct regions since researchers work in institutions located in different Brazilian regions and abroad. We believe that this fact strengthens our journal, qualifies the field of Education and broadens the spectrum of our readers.

Therefore, we would like to invite our readers to enjoy the first issue of Revista Momento - Dialogues in Education in 2022 and, if relevant, share it with other researchers.

We would like to end this editorial with a poem written by Bertold Brecht: “General, your tank is a powerful vehicle”.

It smashes down forests and crushes a hundred men,

But it has one defect:

it needs a driver.

General, your bomber is powerful

It flies faster than a storm  
and carries more than an elephant.

But it has one defect:

it needs a mechanic.

General, a man is very useful.

He can fly and he can kill.

But he has one defect:

He can think!<sup>2</sup>

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<sup>2</sup> <https://www.recantodasletras.com.br/poesias-patrioticas/3259681>