

EDITORIAL V. 31, nº. 02, 2022

The novel *Anita's Revolution* (*A Revolução de Anita*, in Brazilian Portuguese), written by Shirley Langer and published in 2020 by the Expressão Popular¹, has inspired the initial reflections found in this issue of the Revista Momento - Diálogos em Educação. The story is a fictional report of a literacy campaign conducted in Cuba in 1961, when about 700 thousand people, mainly poor peasants, learned how to read and write. Anita, the main character, is a 14-year-old girl who gets perplexed when she learns that Conrado – a voluntary young black literacy teacher – has been murdered. The novel starts like this: “Up to now, Anita used to think that crimes only happened to adults. The news headline ‘Voluntary literacy teacher captured and murdered by gangs of counter-revolutionaries’ [...]” (LANGER, 2020, p. 29).

The fictional news shows that the reality experienced in Cuba at that time is, unfortunately, still found in other countries, where the rich and conservative elite does not admit waiving its privileges even if it has to kill to keep them. Consider the heinous murder of Bruno and Dom – who were involved in the defense of the Amazon region and its original peoples – which was brought out by the media in Brazil and abroad. Both Bruno and Dom encouraged the *Vale do Javari* population to report atrocities committed in indigenous reserves while Dom followed Bruno’s work and collected data to write a book. Several brutalities have been set off against activists who fight for a fair society so that minorities may have their rights ensured. Social inequality in Brazil is enormous and it gets even worse in the case of people who are socially vulnerable, i. e., Afro-Brazilian, indigenous, disabled and homeless people, immigrants, women, LGBTI and older adults.

Education, a field of study and research, has a key role in understanding social relations and often in reporting them, since it enables many groups living on the edge of society to speak up. When it calls into question what is behind social inequality, it reports power games that are established from the perspective of a neoliberal government which practices necropolitics.

This journal, as a means of publicizing science and research in Education, plays a relevant social role since it contributes to form critical, thoughtful and conscious subjects in such an unequal society.

¹ LARGER, Shirley A. *A revolução de Anita*. 1ª Edição, São Paulo, Expressão Popular, 2020.

Therefore, in this issue, we are pleased to include a dossier which addresses a theme that is so important to Brazilian and global societies. It is entitled **Sign Language Curriculum in Schools: reflections, propositions and challenges** and was organized by Maria Mertzani, who has been a visiting professor at the Universidade Federal do Rio Grande (FURG) since 2018, Felipe Venâncio Barbosa, a professor at the Universidade de São Paulo (UNIFESP) and Cristiane Lima Terra Fernandes, a professor at FURG.

Relevance of this dossier lies on the facts that this theme must be discussed and that there are international authors among the writers of the ten papers which compose it. As a result, the discussion goes beyond Brazil. We have got contributions of well-known international researchers who shared experiences they had in Portugal, Chile, Italy, the United States, Greece, Australia and United Kingdom. In order to enable more readers to enjoy the papers, they are available in Portuguese and in English.

Besides the dossier, this issue includes seven papers in the continuous flow which address different themes.

The paper “Contributions of Studies of Portuguese Teaching to Educational Research”, which was written by Débora Araújo da Silva Ferraz and Maria Jucilene Lima Ferreira, shows a part of a document study and bibliographical ones carried out by the MPED at the UNEB - Campus XIV. Their study aimed at collecting studies of Brazilian Portuguese (BP) teaching. Thus, INEP and IBGE sites, data on the School Census and IDEB, SCIELO database (from 2005 to 2018) and CAPES Library of Theses and Dissertations (from 2014 to 2018) were used for collecting information. Results show that knowing studies that have been carried out in different fields drives the articulation of issues that have been investigated at distinct times and places. The web of knowledge enabled the authors to understand the dynamics of studies of BP.

The paper “Production of Knowledge about Pedagogical Practice and Continuing Education in Physical Education in Schools”, which was written by Paulo Roberto Dalla Valle and Ricardo Rezer, reports a bibliographical study of Physical Education teachers’ pedagogical practice and continuing education in schools so as to give readers an overview of knowledge that has been produced about the theme. Twenty theses and dissertations were selected at the CAPES Library of Theses and Dissertations and at the Brazilian Digital Library of Theses and Dissertations (BDTD). The analysis showed that “Physical Education teachers’ pedagogical

practice and continuing education are areas that have much room for investigation in the academy, considering the small number of studies of the issues and the potential that the analysis of this relation has in schools”. According to the authors, this type of studies may provide “data to enable original and in-depth studies to be developed”.

“The Scissors Effect in Elementary School”, which was written by Julyana Gomes Taques Villagrán, Amanda do Rêgo Moura and Gustavo Isaac Killner, reports a study that was carried out in a private school in São Bernardo do Campo, São Paulo. It aimed at investigating whether the scissors effect, which refers to women’s exclusion from production of scientific knowledge, takes root in basic education. The authors concluded that “girls’ lack of interest in robotics increases as they go through Elementary School and makes them move away from this field, whereas more boys keep in it, i. e., the scissors effect is clearly observed in Elementary School”.

The paper “Online Education: Possible Contribution to Cooperative Education” was written by Jian Carlos Frare and Jonas José Seminotti who reflect on how beneficial online education can be to cooperative organizations. They advocate “the need to think about Education (development and training)” of individuals who compose the organizations. Besides, they defend that information technologies must be used for members’ emancipation, to “strengthen values and principles of cooperativeness”, rather than for members’ development alone.

In the same line of research into online Education, the paper “Education and the Pandemic: a Comparative Study of Brazilian and Uruguayan Educational Realities” addresses emergency teaching and the resumption of school work in pandemic times caused by COVID-19. The study aimed at understanding the impact of the economic situation on students’ lives and which state policies were implemented to mitigate the different reality they have faced. Both authors Tauana Cherutti and Dinora Zucchetti carried out their study by comparing two perspectives, i. e., strategies to develop online teaching and resumption of in-person classes. The analysis was conducted in both countries and showed the need for investments in technological resources in Education, not only as the result of the pandemic, but aiming at mitigating impacts of inequality of access on social classes.

Simone Machado Firme and Angélica C. D. Miranda wrote the paper entitled “Scientific Methodology in Higher Education: Mapping Scientific Production at the Brazilian Digital Library of Theses and Dissertations (BDTD), CAPES Catalog and the Directory of Open Access Journals (DOAJ)”. It addresses the course in Scientific Methodology in under graduation, the first contact most students have with research. The state of the art aimed at listing teaching institutions, showing the geographical distribution of scientific production and describing thematic approaches based on the use of key words. Mapping of Scientific Methodology in Higher Education was conducted at the Brazilian Digital Library of Theses and Dissertations (BDTD), CAPES Catalog and the Directory of Open Access Journals (DOAJ). Results showed that 99 documents were found and 13 (1 dissertation, 6 theses and 6 papers) were selected to comprise the final analysis corpus. One of the main results is that the largest number of studies was published in southern Brazil. Regarding themes under investigation, studies of online implementation of the course in Scientific Methodology aiming at in-person courses is mentioned.

The paper “Main Dropout Factors in the Undergraduate Course in Optometry at the UNAM-FES Iztacala in Mexico” reports a qualitative study that aimed at understanding the main dropout factors in the undergraduate course in Optometry at the Faculdade de Estudos Superiores Iztacala (FES-I), which belongs to the Universidade Nacional Autônoma do México. Its authors, Nadia Yael Morales Rodríguez, Esther Caldiño Mérida and Guilherme Mendes Tomaz dos Santos, showed that the main reasons for dropout are related to the search for other courses. It was an expected result, since 53.13% of students who started the course had not chosen it as their first option when they started their journey in Higher Education. Another relevant dropout factor was the economic one, since 43.80% of students said that their main preoccupation was the expensive material that was needed to participate in the mandatory clinical practice.

Free access to diverse and plural knowledge is one of the objectives and duties of the Revista Momento - Diálogos em Educação in order to help to mitigate social, economic and cultural inequalities which were aggravated by the pandemic and its consequences. Therefore, we would like to invite you to read and access relevant and emergent information and knowledge that compose this issue.

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