

EDITORIAL v. 30, n. 02, 2021

I know we get used to it. But we should not.
(Marina Colasanti, 2009, p. 53)¹.

Instigated by reflections provoked by Marina Colasanti's chronicle and constantly trying not to get used and take our experiences for granted, we would like to introduce another issue of the Revista Momento – Diálogos em Educação to you, our readers. In a country that has been devastated by the pandemic caused by the Coronavirus and intensified by actions of the Brazilian State, which led to 590 thousand deaths and 20 million infected people up to this publication, we have made an effort to produce knowledge that aims at questioning and problematizing the current scenario, mainly in the area of Education.

Living/surviving in these dark times in a country run by the shadow of death and by the spirit of neoliberal fascism, resisting has been decisive. To produce and publicize knowledge that enables us to reflect on the present, to revisit the past and have hope in the future have thus become our flight paths. Networks, practices and paths that also make us comprehend: to be more human, more sympathetic, to cooperate with each other; to empathize with other people's grief; to get together for common causes... Both individually and as a society, we need to be willing to comprehend and, as a result, we may not want to go back to normality, which many have claimed for, because, in Ailton Krenak's words: "if we do, it means that millions of deaths all over the world were not worth anything" (2020, s./p.)².

Besides, we have been compelled to reflect on words these days. Some have not been often used anymore, while others have emerged more intensely in people's everyday lives to highlight some news, an event or a trend. Among many that we have listened to in the last two years, we have emphasized the word *crisis*. The crisis that devastates us externally and internally. The sanitary, political, social crisis. The paradigm, epistemological, moral crisis. Living in a constant crisis either conducts us to immobility, inertia, or moves us to a reactive,

¹ COLASANTI, Marina. Eu sei, mas não devia. *In*: Organização das Nações Unidas para a Educação, a Ciência e a Cultura (Org.). **O pequeno livro das grandes emoções**. Brasília: UNESCO, 2009. p. 53-54.

² KRENAK, Ailton. **O amanhã não está à venda**. São Paulo: Companhia das Letras, 2020.

creative act. Reflection is based on Tiburi's words (2021, p. 95)³: "In the general abandonment we live in, scattered, distracted, depressed, it seems that we inhabit the end of the world. What about the ones who still think?"

Taking into consideration that it is in the crisis that we become productive, we believe that we may get involved in thinking, reflecting and creating when we add knowledge to the process. In this case, to be more specific, there is a group of teachers, researchers and scholars who focuses on thinking reflectively and shares results of the reflection by means of academic writing.

The role of journals, such as the Revista Momento – Diálogos em Educação, in this context, is to contribute to dissemination of ideas, results of studies, reflection on oneself, on the other, on the society and, specifically, on Education. What do these authors want to tell us through writing? Who will listen/read? Who will they talk to?

Therefore, we would like to invite you to know, read and share the papers that compose issue 2 in 2021: the dossier *Research in Education in the pandemic: precariousness, (im)possibilities and democratic resistance* is composed of ten papers written by authors from different Brazilian states and countries. The title suggests that carrying out research in a pandemic context enables the emergence of important themes and specificities that need to be carefully observed and investigated reflexively. The introduction of the dossier includes abstracts of every text and authors' names. The part of the issue that exhibits the continuous flow is composed of seven papers that deal with several themes in Education, as mentioned below.

The first paper, which is entitled *Inclusion of students with ASD in common teaching: reports of experiences related to SEA in a public school*, was written by Francisco Ari Andrade, Aline de Oliveira Rebouças and Renata Tavares de Oliveira. It contributes to reflection on Autism Spectrum Disorder. The report of an inclusive teaching practice enables readers to know how the teaching and learning process happens in a practice that collaborates with educational inclusion.

The second paper that belongs to the continuous flow is *Pedagogical coordinators'*

³ TIBURI, Marcia. Pós-verdade, pós-ética: uma reflexão sobre delírios, atos digitais e inveja (p. 87-113). IN: Christian Dunker; Cristovão Tezza; Julián Fuks; Marcia Tiburi; Vladimir Safatle. **Ética e Pós-Verdade**. Porto Alegre: Dublinense, 2021.

welfare in Brazil: a thematic analysis of dissertations produced from 2009 to 2019, written by Michele Serafim dos Santos and Flavinês Rebolo. It introduces the result of a study that mapped and analyzed dissertations published by the Biblioteca Digital Brasileira de Teses e Dissertações (BDTD/Ibict) and the Catálogo de Teses e Dissertações da Coordenadoria de Aperfeiçoamento de Professores do Ensino Superior (CTD/CAPES). The authors selected the time frame from 2009 to 2019 and used the key words “pedagogical coordinator” and “pedagogical coordination” to find 255 dissertations. Twenty-four of them were selected for analysis. Results show that most dissertations highlight a pedagogical coordinator’s educational development. Since no dissertation addressed “pedagogical coordinators’ welfare”, the paper points out that it is a suitable field for new studies.

Another paper that results from the analysis of previously published studies is *Scientific production in Physical Education in Early Childhood Education in Brazilian journals*, which was written by Gabriela Souza Pinheiro, Vânia de Fátima Matias de Souza and Patric Paludett Flores. It is an integrative review paper which analyzes papers published in 14 Brazilian journals classified into Qualis B2 or higher levels. The following themes are highlighted: Pedagogical Possibilities, Professional Development, School Inclusion, Guiding Documents and Body Manifestations. In general, the themes under investigation reflected the importance of having a physical educator in Early Childhood Education to potentialize children’s development from an early age in theoretical and practical contexts.

The fourth paper, which was written by Hardalla Santos do Valle and Adriana Coronel, is entitled *Relations between families and the Povo Novo community from the perspective of bioecological development*. It discusses relations between families and the school in a rural community in Rio Grande, RS, with about 8 thousand inhabitants. Local economy is based on activities related to animal husbandry, agriculture and small businesses. Data were collected by interviews with educators and families of third graders who attend three public Elementary Schools in Povo Novo. Analyses and reflections were based on Bronfenbrenner (2011), who defends that different social circumstances may affect an individual’s subjective characteristics throughout the process of human development. The final remarks of the paper show that the participants believe that they are committed to play their roles in children’s education, even though there are some weaknesses that hinder

systemic work towards the teaching and learning process.

The paper *Education in gender and sexuality: the word, listening and affection in teacher education* was written by Jacqueline Cavalcanti Chaves and Nina Queiroz Kertzman. It deals with a theme that has developed among fierce disputes in the last years. The paper describes an extension project characterized as continuing education in gender and sexuality. It analyses reports written during the project by the method of sensory interpretation. The paper shows the instrumental trend based on concepts and information in the process. It shows not only the need to break up with traditional separations between objectivity and subjectivity, reason and emotion, but also the need to create spaces where quality speaking and listening, besides critical reflection on knowledge, participants' practices and their capacities can take place. It problematizes the need for methodologies, material and language that favor response, commitment and rupture with previously instituted processes and automatized standards characterized by prejudice, stereotyping and discrimination.

The second-to-last paper in the continuous flow is *Pedagogical perspectives in undergraduate research: an analysis of documents at the Colégio de Aplicação – UFRGS*. It was written by Victor Hugo Nedel Oliveira and Daniel Giordani Vasques, who analyzed documents at the Colégio de Aplicação - UFRGS to investigate pedagogical proposals related to the course in Undergraduate Research (UR). One of the issues highlighted by the paper is that norms of the institution introduce expressions related to science in terms of administrative levels in the school, while team projects and study programs show research in the school as a process and introduce particularities of every school term. The authors have highlighted some themes addressed by UR: scientific literacy in the first years; possible confusion between project pedagogy and UR; importance of publicizing studies carried out in schools; and the interdisciplinary nature in *EJA*.

This issue closes with *Diffusion of universal good manners by means of PABAE-INEP manuals*, written by Márcia Santos and Susane Waschinevski. Their paper, in the field of History of Education, resulted from a documentary analysis of manuals that belong to the "Coleção Biblioteca de Orientação da Professora Primária" (1956-1964) from the Programa de Assistência Brasileiro-Americana ao Ensino Elementar (PABAE-INEP). The paper discusses that this type of material contributed to develop good manners in social groups that

required examples and socializing with wealthier classes. Likewise, their children needed to access this symbolic universe very early so that they could grow and learn the manners that would help them be winners in their social path. The collection introduced the educational presuppositions so that teachers who got this “mission” could teach them. What really emerged was a process of social transformation carried out by schools, rather than an educational process. In order to reflect on such readings which were inserted as mechanisms of dissemination and diffusion of manners expected to constitute a modern society, the study aimed at finding interfaces between those manuals and North-american ones – sold in Brazil in that period – to show how schooling is committed to certain projects in a society and its civilizing process.

As you may have noticed, this issue covers several themes which show diversity and strength in the field of Education. The papers address updated and complex themes which show, somehow, the crisis we have poignantly gone through these days.

We wish you all a good reading.

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