

EDITORIAL v. 32, nº. 01, 2023

The publication of the first issue of the Revista Momento – Diálogos em Educação in 2023 happens amid many challenges. On one hand, scientists, researchers and the academic community have experienced the consequences of workload intensification after the COVID-19 pandemic and of the throwback resulting from the long period of neoliberal policies that became more intense in the 2018-2022 right-wing government. There has been total dismantlement of the Sistema Nacional de Ciência, Tecnologia e Inovação (SNCTI) and the Fundo Nacional de Desenvolvimento Científico e Tecnológico (FNDCT) as the result of budget cuts in higher education institutions, political control over the state and science denial in the last years. Thus, there are plentiful long-term challenges to be faced by scientific production these days. On the other hand, we have gone through moments of expectation and hope for better working conditions.

Even though we are experiencing moments of hope and a re-structuring process in our representative bodies at the Comissão de Aperfeiçoamento de Pessoal de Nível Superior (Capes), Conselho Nacional de Desenvolvimento Científico e Tecnológico (CNPq) and funding of scientific production, the hard struggle for adequate conditions will demand our society's collective effort.

Editing and publication of this journal were also impacted by the struggle and challenges. The end of a cycle and a retrospective of the trajectory of our journal enables us to look back but, mainly, to look ahead. Therefore, we aim at briefly analyzing issues published from 2020 to 2022 by Gabriela Medeiros Nogueira and Ângela Bersch, who were the editors at the time, to highlight some topics that we think are important to this retrospective.

To undertake the challenge of editing a journal requires energy and the belief in the potentiality of human knowledge about relevant themes, such as public policies, citizen education and Education at different levels and contexts. This premise provided the basis of nine issues published from 2020 to 2022 to ensure the inclusion of distinct themes, subjects, institutions and authors since knowledge presupposes diversity and plurality.

In the search for better quality for the journal in 2021, we decided that a part of every issue would be composed of Thematic Dossiers. The number of entries and, mainly, the quality of the proposals stimulated us to keep publishing them together with papers in the

continuous flow. As a result, every issue has compiled papers on a certain theme, besides others on diversified themes, for our readers.

It should be highlighted that one of the Dossiers got wide contribution from Brazilian and foreign authors. Authors from Brazil, Portugal, Chile, Italy, the United States, Greece, Australia and the United Kingdom participated in that journal. Papers in that Dossier are available in both Portuguese and English, a fact that has broadened the scope, visibility and quality of the journal, not only in Brazil but also abroad.

From the perspective of qualification and visibility, it should also be emphasized that the latest evaluation (2007-2020) issued by the CAPES-Sucupira Platform (2017-2020) classified the Revista Momento – Diálogos em Educação into *Qualis* A4. This result somehow reflects part of the work and expectations of everyone who is involved in the task. Even though publishing companies, due to the characteristics of their work, get more visibility, it should be highlighted that the editing process of every issue is carried out by a team that works from its beginning to its end and celebrates every publication. To propagate original, quality and free knowledge is a responsibility undertaken and developed by many hands and minds that believe in the potential of Education!

From the same perspective and amid the same partners, our journal remains its activities in 2023. The first issue includes the Thematic Dossier named *Childhood, globalization and nature: studies, reflections and care for future generations in the light of social, environmental and climatic inequality and injustice*, organized by professors Carlos Machado (Universidade Federal do Rio Grande-FURG), Maria José Araújo (Escola Superior de Educação do Politécnico do Porto) and Solana González Pensado (Universidad de la República).

In addition, this issue comprises ten papers in the continuous flow which invite us to keep problematizing the educational field and different views on it.

The paper entitled *Thematic representation of research on Science Education: interpretations based on key-words and Zipf's Law*, written by Deisiré Amaral Lobo e Regina Barwaldt, introduces data produced by an investigation into scientific production in Science Education which has been increasingly interdisciplinary since it intertwines different areas of knowledge. The authors aimed at describing contributions given by key-words to interpretation, categorization and analysis of scientific studies with emphasis, from a methodological point of

view, on the ones given by Zipf's Law, the third law of Bibliometrics, to research on Science Education. Thus, the study shows that Zipf's Law contributes to collection and identification of terms which are found in scientific documents and enable better assertive comprehension of themes and objects of the studies, besides contributing to lexical interpretation and thematic representation of research on Science Education.

Dialogue in the digital social network to the benefit of Education: an analysis based on Paulo Freire's thoughts, written by Maria Fernanda Moretti Schneider, Dilmeire Sant'anna Ramos Vosgerau and Luana Fonseca Duarte Fernandes, corroborates the discussion about the fact that methodological aspects of studies must be constructed in the interface with objects under investigation. The researchers aimed at identifying dialogical actions in Instagram profiles that address the theme of scientific research. Their theoretical reference is Freire's Theory of Dialogical Action which introduces four characteristics of a dialogue, i. e., collaboration, unity, organization and cultural synthesis. These elements provided the basis for the investigation into 399 Instagram profiles that addressed scientific research. The analysis enabled to show that, even though interactions in the social network have characteristics of dialogues, they cannot be classified into dialogical actions.

Gildo Lopes de Souza and Doriele Andrade Duvernoy highlight the importance of dialogical actions to construct everyday practices in school. In the paper entitled *Restorative practices: constructing Circles of Peace with and for the school community to face violence*, they analyze the contribution given by the intervention project "Restorative Practices in School" to construct Circles of Peace in public schools in Aliança, PE, Brazil. Questionnaires applied in the diagnostic phase identified people's lack of knowledge about restorative practices, outsourcing of responsibility when violence has to be faced and punitive actions, such as suspension, involuntary transfer and punishment, to solve it. As a result, the authors were sensitized to develop actions that could contribute to the organizational environment by means of restorative practices and enable new ways to look at violent situations that take place in schools. Thus, Circles of Peace encompass principles and everyday practices that not only promote dialogues but also strengthen belonging, empathy and construction of a safe, inclusive environment where educational processes may be experienced.

The paper *Permanent Education and foster families: there is always room for one more*, which was written by Jessica Alves da Costa and Camila Rosalia Antunes Baccin, deals

with an intervention project of Permanent Education developed at the Serviço de Acolhimento Familiar in a city located in Great Curitiba, PR, Brazil. Their study aimed at strengthening actions to make more families adhere to the Serviço Família Acolhedora in Permanent Education, proposing an effective intersectorial articulation between the judicial system and city health and education services and evaluating results of actions by monitoring indicators. In their conclusions, the authors highlighted the construction of a strengthened group which understands the essence of Permanent Education and its applicability to everyday work. Besides, they emphasized that principles and tools of Permanent Education, together with its basal concept of meaningful learning, have the potential to set the course for future generations since they contribute to the construction of a more equalitarian and democratic nation which is less cruel in relation to the circle of violence.

Victória Louise de Paula Santos Carminatti, Patrícia Gräff and Camila Caracelli Scherma wrote *Religiousness, discipline and control in formal Education spaces: production of body docility by school architecture*. The investigation into institutional spaces is based on the analysis of their architecture and organization. Thus, it problematizes discipline and religiousness as strategies to control teachers who work in public Elementary Schools and Colleges in Chapecó, SC, Brazil. The analysis shows, by means of images of five institutions, that planned spaces posed limits, rules of conduct, hierarchy and excessive surveillance. It also highlights that, in the institutions under study, there were verbal and non-verbal discourses that helped to keep the order of things and produced disciplinary power. The useful and obedient body produced by the disciplinary power is similar to the efficient and resilient individual who is encouraged by economic globalization nowadays. Results also showed that an institution found it hard to detach itself from the religious character that had created it and that it now shows religious interests advocated by educational guidelines.

Between what is said and what is not: perceptions and practices with reading-writing in pre-school was written by Leide Daiana Marques Silva and Sinara Almeida da Costa. It aimed at observing tension caused by work related to reading-writing in pre-school based on a teacher's perceptions and practices. Data were collected in class observations, interviews, videos and photos and showed the predominance of everyday knowledge over pedagogical work related to reading-writing in the group of students under investigation. Besides, spaces and periods of reading-writing tasks took place mostly in the activity room, in a strict way.

Finally, the authors highlighted that the factors that generated tension in the teacher's reports and actions – regarding the theme of this study – were related to her educational background and kept as the result of knowledge that originated from shallow interpretations implicit in different pedagogical trends found in school routines.

The paper entitled *Playfulness and literacy in the early years in Elementary School*, written by Sabrina Plá Sandini and Ketlyn Dessordi Paz, addresses the importance of playfulness in the literacy process. The authors asked literacy teachers about their perceptions of contributions of playfulness to the literacy process. The *corpus* of the exploratory and descriptive study was composed of answers given to a questionnaire by first and second grade teachers in Elementary School. Results highlight that, when playfulness is inserted into everyday practice, students' learning becomes more significant and pleasant and leads to whole child development.

Denise Reis and Nilvania Silva wrote *Multi-grade group: cooperation in group work as an ally of the teaching process*. Their study aimed at investigating group work as a strategy to teach multi-grade groups in rural schools and help interaction based on mutual respect. The authors' reference, the Piagetian view, sees cooperation as an important factor that involves reciprocity to learn moral rules and develop group activities. Results of the analysis show that interaction led to dialogues between students and teachers and qualified the teaching process.

The paper *Pedagogical coordination as an articulator to implement educational policies in schools* was written by Sandro de Castro Pitano and Julsemina Zilli Polesello. It introduces partial results of an investigation entitled "Repercussions of the implementation of the Pedagogy of Projects in public schools in Nova Prata, RS, Brazil". The authors describe the articulation process with teachers and challenges, limits and possibilities of implementation of the Pedagogy of Projects in the last years in Elementary School. Based on interviews with coordinators, the study showed not only teachers' difficulty in acting in an interdisciplinary way but also the need for collective planning and spaces and time for continuing education to provide the basis for the coordination role. Articulation, which was the researchers' hypothesis, was confirmed throughout the investigation and coordination was considered a reference for teachers' pedagogical practices to face challenges that emerge in schools.

The last paper in this issue, *Linguistics and Education: the act of provoking to teach and learn*, was written by Valdeci Scaliante de Santana and Daniele Cristina Scaliante. It reflects upon

challenges that schools face when they must introduce contents to students and upon teachers' needs to focus on education based on the act of *provoking themselves* in order to *provoke* other people in learning mediation. The authors highlighted that the act of *provoking* in order to *provoke* is related to teachers' interest in re-visiting school practices that do not ensure processes of teaching and strengthened learning. On the other hand, they employ those practices that enable learning of contents proposed nowadays. The study focuses on the articulation between Linguistics and school Education since it may contribute to teaching and learning satisfactorily. This paper also discusses gaps between teaching processes of reading and writing and teachers' need to reflect upon their class practices. Thus, the social role of Linguistics is emphasized to create opportunities for quality Education for teachers and students.

Therefore, the plurality of views and objects of studies introduced by this issue not only contributes to improve scientific knowledge about methodological instruments to carry out studies in Education but also invites us to problematize educational processes in formal and non-formal spaces based on specific themes, such as dialogue, restorative practices, fostering, reading and writing in Childhood Education, playfulness in the literacy process and cooperation in group work.

In addition, we hope that – as emphasized by the last paper – reading this issue may provoke every reader to provoke him/herself and others to look at new ways and possibilities of doing and researching on Education.

Editors

Caroline Braga Michel, Ph. D.
Universidade Federal do Rio Grande -FURG

Magda de Abreu Vicente, Ph. D.
Universidade Federal do Rio Grande -FURG

Gabriela Medeiros Nogueira, Ph. D.
Universidade Federal do Rio Grande-FURG

Ângela Adriane Schmidt Bersch, Ph. D.
Universidade Federal do Rio Grande-FURG

Translator

Lígia Beskow de Freitas