

## Editorial

In this issue, the Educational Dialogue magazine focuses on publishing articles resulting from research and reflections on the educational thought and training of teachers contributing to the dissemination of knowledge in education published since 2000. Number 40 elects as the articles' themes: The pedagogical practice and its connection with teacher training. Research, analysis and reflection on practice are the starting points for understanding the educational process at all educational levels and modalities. Indeed, the theory as practice expression (MARTINS, 2006)<sup>1</sup> allows us to understand the determinants that guide practice. The purpose of this issue to address this theme through articles is to be inserted in the debates in this area contributing to the deepening of knowledge production in education.

From the perspective of teacher professionalization, the article *Necessary or desired knowledges for a quality teaching in higher education*, written by Marcos Villela Pereira, presents reflections from the first phase of the research "Practice and experience implications in teacher education." The context of the study took as reference the approach to 97 graduate students enrolled in the subject Methodology of Higher Education in the years 2009 and 2010 and it emerged from the discussions from experimental classes and debates on the meaning of teaching in higher education. From this set of elements collected from writing essays about their teaching processes the theme of experience implication in teacher education is highlighted in excerpts taken from there, as well as the training and teaching ethical dimension.

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<sup>1</sup> MARTINS, P. L. O. *Didática teórica/didática prática: para além do confronto*. 8. ed. São Paulo: Loyola, 2006.

This edition is composed of articles from the pedagogical practice that has as its first educational element the evaluation of two texts. One of them is *Evaluation of learning and intellectual disability in the perspective of teachers in the common teaching*, proposed in the article by Fernanda Oscar Dourado Valentim and Anna Augusta Sampaio de Oliveira. In this article, the authors identify and analyze the conceptions by a group of teachers, from elementary school – cycle I, on intellectual disability and evaluation of school learning, resulting from a qualitative study that used for investigation, a semi-structured interview guide. Reports from teachers express weakness and unpreparedness to deal with the inclusion of students with intellectual disabilities and, therefore the difficulty to assess their learning conditions.

And the other article, *Learning evaluation on the basic education: researches of the state of the art in question (1980-2007)*, by Adolfo Ignacio Calderón and Heloisa Poltronieri, analyzes existing studies on the state of the art focused on the area of assessment in basic education learning, in order to understand what are the main theoretical and methodological contributions and concerns of the Brazilian scientific community in the area in question. The reference analysis were three major structural research of the learning assessment understanding as a field of knowledge, which focus on a 28 year period from 1980 to 2008, supplemented by two studies that highlight specificities of the area.

Learning is the object of study of the articles, *Online learning: virtual communities in blogs*, by Patricia Brandalise SchererBassani and Rosi Souza Fritz. The purpose of the paper is to analyze the interaction process through the exchange of comments and links posted on a blog. For this, research was conducted and the results indicate the specificities of a virtual learning community and the potential tool Blog for collaborative learning on the Internet. And the article, *Teacher's opinions on cooperative learning* written by Eduardo Martins de Pinho, Carlos Alberto Ferreira and José Pinto Lopes focuses on cooperative learning understood as a method in which students work in small heterogeneous groups, with predefined roles by exchanging information and sharing materials with

the awareness on the part of each student who will succeed only if all elements of the group also have it. This method, although is still little used in Portugal, has gradually been gaining strength. The paper results from a research to understand the opinions on teachers' cooperative learning who used the teaching and learning process. The authors point out that the teachers interviewed, understand cooperative learning as a method that has as main advantages the increased academic performance and the self-esteem of students and the improvement of their social skills.

In the perspective of the integration of educational technology as a key element of sustainable development strategies there is the article, *Sustained development and educational technology: promoting elements of socio-educational changes*, by António José Reis do Arco and Helena Maria de Sousa Lopes Reis do Arco. The authors stressed that the continuing development of Information and Communication Technologies (ICT) lead, as in other activity areas, their interconnection with education, the emerging field of action of educational technology as an area of formative character. This involves multiple socio-educational impacts, encouraged by educational technology, always based on its main theoretical and conceptual principles. The technological literacy is fundamental to the full achievement of social and educational integration of the technologies.

The authors Bernadette de Lourdes Streisky Strang, Okçana Battini and Reinaldo Benedito Nishikawa when proposing the article, *The "Escola Guatemala" and the memories of an avant-garde educational experience*, seek to understand the educational experience held at School Guatemala in the 1950s and 1960s, supported by the triad of concepts: memory (LE GOFF, 1990; ROSSI, 2010)<sup>2</sup>, design (VELHO, 1999)<sup>3</sup> and identity (POLLAK, 1992)<sup>4</sup>. The School Guatemala, inaugurated in April 1954 by the Federal District government, became in the following year the first Experimental Center of

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<sup>2</sup> LE GOFF, J. **História e memória**. Trad. Bernardo Leitão et al. Campinas: Unicamp, 1990. ROSSI, P. **O passado, a memória, o esquecimento** - seis ensaios da História das Ideias. São Paulo: Unesp, 2010.

<sup>3</sup> VELHO, G. Memória, identidade e projeto. In: VELHO, G. **Projeto e metamorfose**: antropologia das sociedades complexas. Rio de Janeiro: Jorge Zahar, 1999. p. 97-105.

<sup>4</sup> POLLAK, M. Memória e identidade social. **Estudos Históricos**, v. 5, n. 10, p. 200-212, jul./dez. 1992.

Primary Education of INEP-CBPE. With the INEP's mischaracterization after the coup of 1964, the school started losing the status of "experimentation center". Officially, however, it ceased to be experimental in the 1970s, when INEP was transferred to Brasília. Its creation is within the context of the 1950s, period in which the world contended in the Great War that caused dismal results for the economy of many countries, especially the developing ones. This determined a reordering of the world, with each country adopting strategies and measures to address their deficits. In education, the time also demanded a restructuring, as it was necessary to find mechanisms that met the huge social demand caused by the crisis of the postwar period.

Considering the context of resistance the article, *Schooling: reading and analysis from the perspective of Adorno*, proposed by Luciana da Silva Teixeira and Geraldo Balduino Horn, aims to reflect on the understanding of education present in the thought of the German philosopher Theodor W. Adorno. The authors seek to show how Adorno's view on Education is intrinsically linked to the critique of the bourgeois society and, therefore, the cultural industry.

Specifically on the practice of teacher training, in the article *The reflective process in initial teacher education: virtual diaries in distance education* Marimar da Silva and Juliana Cristina Faggion Bergmann present research on the use of reflective diaries at the moment after teaching reflection with teachers in initial training, in the supervised apprenticeship discipline, a Bachelor of Arts/Spanish - distance mode -from an important Brazilian university. The results provided by this study and reflection about them, point to contributions to already existing discussions about the teaching and learning of additional languages and for discussions about teacher training programs, both initial and ongoing. On teacher training, Adair Aguiar Neitzel and Carla Carvalho propose the article *The aesthetic in the formation of teachers*. The article results from research that addressed issues related to teacher training aesthetics. The authors consider that the aesthetics formation interferes in the way of teacher's acting in the classroom by allowing for a more sensitive look on educational problems. Data were collected by:

- a) analysis of documents guiding the project;
- b) application of an instrument to delineate teachers' profile;
- c) questionnaires to teachers.

Research results showed that the artistic experiences favored the construction of new strategies, possibilities, grant for activities performed in the classroom.

The article, *Factors promoting malaise or well-being along teaching profession according to the opinion presented by teachers at the final stage of their careers*, written by Rita Buzzi Rausch and Eliani Dubiella expresses a result of research that identified the main factors that contributed to the ill-being or well-being throughout the teaching profession in the opinion of teachers from municipal schools in Blumenau at the end of their careers. Well-being refers to professional achievement, promoting satisfaction and commitment, and ill-being to dissatisfaction, sadness and discouragement that often lead to illness of the teacher. Data were analyzed for evidence of satisfactions and dissatisfactions of teachers, and were categorized into four dimensions: personal, interpersonal, organizational and social. The highlighted factors that promoted ill-being were: low salaries, professional, inadequate physical structure, excessive workload, crowded classrooms, dismissal of family in supporting and monitoring learners, and students' lack of boundaries. The main factors for well-being were identified as: the teacher-student relationship, student learning and continuous training. Therefore, it was emphasized the organizational dimension as the major promoter of teachers' ill-being and interpersonal dimension as the major promoter of teachers' well-being.

In the historical perspective there is the article, *External policies and teachers education in the history of Brazilian education (1930-1946)* by Alboni Marisa Dudeque Pianovski Vieira and Angela Galizzi Vieira Gomide. In this article, the authors discuss the influence of foreign policies on teacher education in Brazil throughout its history. From the *Ratio Studiorum* and positivism, through Italian Enlightenment, by adopting the Lancaster and Bell method, with incursions into the intuitive method,

we arrive at the liberal ideas, especially for the period 1930-1946. And the article, *The Pedagogy of the Essence and epistemological foundations of teacher education in the Ratio Studiorum*, by Carlos Henrique Martins Torra, Pura Lucia Oliver Martins and Rosa Lydia Teixeira Corrêa, seeks to discuss the theoretical-philosophical structure that supports the structure of pedagogy of the essence within the Jesuit practice and action from the start of its foundation until the finalization of the Plan of Studies by the Society of Jesus, known as the *Ratio Studiorum*. It results from the research of teacher training in a particular period of history of practices and pedagogical ideas and their distinctive peculiarities, supported by founding elements of the Western thought, concerning the philosophical foundations of Christian religious knowledge and ownership of such elements. By formalizing reflection, the text demonstrates the need to understand the method developed by the Jesuits in the pedagogical inserts carried out in colleges of the Order, by the bias of the theoretical principle, supplied by the Company studies and documents.

The last article in this number is *Antonio Gramsci and the organization of the Italian school (1922-1932)*, written by Cezar de Alencar Arnaut de Toledo and Jarbas Mauricio Gomes. This paper analyzes the educational thought of Antonio Gramsci (1891-1937) on the Italian school organization between the years 1922 and 1932, historically contextualizing Gramsci's analyses and marks the maturation of his ideas presented in *Quaderni del Carcere*. Gramsci analyzed the educational reform of the Fascist State, known as 'Gentile Reform' (1922-1923) and pointed out that it was turned to the maintenance of cultural privileges of one group over the others, preventing access of subordinates to university and humanistic culture. The author emphasizes that in Notebook 12, Gramsci criticized the Italian school organization and its seemingly democratic character and proposed the creation of a single school, forming the general, humanistic, philosophical, and disinterested culture in the immediate worker's formation.

We express our gratitude to the authors who contribute so much to the Educational Dialogue, submitting their articles and to the referees

for the careful review of the articles and the availability of supportive collaboration. This partnership is indispensable for the publication of this journal. We emphasize that this number continues with the policy of publishing articles in Portuguese and English versions, favoring access to researchers in education and human sciences in Brazil, Latin America and other countries.

Good reading!

**Joana Paulin Romanowski**

Editor