

Editorial

The interconnected themes of Methodology and Technology in Higher Education offer the possibility of accepting papers from teachers that research and work in university teaching. Particularly, the teachers that have some concern in offering some teaching in higher education that serves to an innovative paradigm and that makes use of the empowerment of technological resources, either through computer tools or in the processes created online, at the OERs (Open Educational Resources) and on the social media in order to learn in a differentiated and significant way.

The knowledge resulting from those studies and researches express the pedagogical practices developed by teachers in several methodologies and uses of learning resources mediated by a teacher on the computer, on the web, in Virtual Environments of Learning (AVA), on social networks and their possible contributions to the production of knowledge.

The journal *Diálogo Educacional* has become a major means of knowledge communication in the Education area, being organized by specific themes connected to the lines of Theory and Practice in Teachers' Formation and Educational History and Politics, and Education Post-Graduate Program at PUCPR. In the national and international scope, it accepts articles from Post-Graduate researchers of Brazil and abroad. It selects contributions of researchers that work in formed and consolidated research groups and seeks to offer some progress to the knowledge of proposed themes in this issue.

This journal's issue presents in the dossier the discussion on the Methodology in Higher Education and the Technological Resources to teach and learn, gathering studies of expressive authors of national and international levels that lead the debate and expansion of the dialogue and the production of area's knowledge in the perspective of change and innovation of teaching in higher education. In order to seek the social change through the university education, it selected papers which contributed with Freire's words, with word-action, with word-perspective, with the shared word.

The organization of the first part of the journal presents studies about methodology in university teaching and its possible contributions to an innovative pedagogical practice.

The dossier written by Miguel A. Zabalza, entitled "The variable time in university education" offers a relevant reflection about time management and its influence on the lives of students and teachers who are in university. In order to have that analysis made, it uses a triple perspective: curriculum time, teachers time, and students time. The relevance of time (of time) in education, especially in university teaching, has been present in educational literature since the initial studies of Carrol (1963) and later longitudinal studies of Fisher by California Study of Initial Evaluation of Professors (BTEs). The author discusses the time issue that gained strength due to the new curricular approaches that seek for a bigger uniformity in the running project to facilitate students' mobility. Part of that process is the credit incorporation (ECTS in Europe, and SCT in Latin America). The work analyzes the time factor from three perspectives: short, medium and long. Therefore, the authors points out that in every case, the consideration of the time variable is still marginal, and its mechanic and bureaucratic interpretation lets the fundamental elements of university teaching out.

The dossier written by Doris Pires Vargas Bolzan, Silvia Maria de Aguiar Isaia, and Adriana Moreira da Rocha Maciel, entitled "Teachers formation: the construction of teaching and pedagogical activity in Higher Education", presents an investigation on teachers formation, especially

when it refers to university teaching. In that study, they seek to offer alternatives to rethink the formative processes promoted by IES and its repercussion on the organization of pedagogical activities. Taking that into consideration, they consider that the focus on teachers' formation cannot be restricted to thinking and discussing the teaching organization and its ramifications, but the mobilization of professionals to learn in different contexts of performances. And they also defend the constant exercise of reflexive, collaborative and dialogical practices, seek wider processes of reflection on and about the pedagogical practice, especially to understand the teaching problems, analyze the curriculum, recognize the influence of teaching materials on pedagogical choices, share the experiences building and trading in a way to advance towards new learning.

“The university professor who builds up innovative knowledge for a complex, collaborative and dialogical practice” was written by Jacques de Lima Ferreira, Lucymara Carpim, and Marilda Aparecida Behrens. The studies were conducted in the research group PEFOP Educational Paradigm and Teachers Formation, and present considerations and reflections resulting of the investigation process involving teachers that work in University Technical courses. The research had as main goal to identify which teaching methodology applied by teachers in their pedagogical practices, and if they invest on their continual training due to the educational challenges present to professionals that work with the teaching in this new century. Having that as a focus, they seek to analyze the obstacles of an innovative context in which the teacher needs to take into consideration the social, political and economical practices. They considered in those discussions the demanding challenges of adopting an innovative, dialogical and cooperative educational approach which needs the use of strategies that stimulate creativity, construction and reconstruction of significant knowledge in a participative way. The research advances alerted the teachers about the need of a new paradigm, mainly the one of complexity, in which the educational and methodological processes requires a proactive posture in the sense of investing on their continual professional development. It considers especially the ones related

to the pedagogical practices by using the technological resources in benefit of a mediator and collaborative teacher action, consolidating his role as transformer, constructor and change agent teacher.

Taís Fim Alberti's and Sérgio Roberto Kieling Franco's contribution in the dossier: "Teachers' training mediated by educational technology network: contributions of the social-historical perspective" presents a theoretical foundation of the social-historical psychology, particularly of the Activity Theory of Leontiev and Study Activities of Davidov. The investigation made by the authors is focused on the tasks of the studies conducted in a Pedagogy course mediated by educational technologies network points to potentialize the development of new professional activities. According to the authors, those study tasks brought in their essence the transformation of the teaching-learning processes through the reorganization movement of mediating actions in planning, implementation, monitoring and evaluation, putting the teachers-students in the conditions of subjects of their formative process. In that perspective, they point out that the study tasks conducted in the teachers' formation mediated by educational technologies network changed the ways of thinking and acting of those teachers-students by developing their psyche and changing them both in their personal dimension, and in their professional dimension.

In "Teaching in Pedagogy course: a paradoxal relation between theory and practice training", the researchers Maura Maria Morita Vasconcellos and Cláudia Chueire de Oliveira present the analysis of the research conducted in a public university related to teaching and the pedagogical formation. They point out the goal of knowing the students' and teachers' perceptions related to the quality of graduation teaching in that university, mainly, in the Pedagogy course. The research allowed to identify the problems raised by students and teachers, such as teacher's performance, students' behavior, course organization, among others. They even highlight the problems related to didactics, to the inconsistency between theory and practice, and to the teacher commitment, which leads to the matter of teacher formation.

The authors Helena Sá and Marco Silva wrote the paper entitled “Teaching mediation and instructional design: a complex articulation in online education”, in which they have as a goal to investigate how the didactic drawing and teaching construction occurred in the *online* course “Teachers’ formation to online teaching”. The inter-institutional research conducted through the virtual environment of learning Moodle, involved researchers of 11 Post-Graduate Programs from Brazil and one from Portugal. The authors took as a theoretical base mainly the “complex thought” by Morin (2007), and developed the investigation from those paths a) online education as a cyberculture phenomenon; b) interactivity as a mediation communicational paradigm of online course; and c) didactic drawing as hypertextual dynamics in the interfaces. The analysis allows to observe that the teaching mediation and the didactic drawing in online courses assume recursiveness and a schedule of specific engagements and put into practice that kind of attention benefit the quality expression in the articulation of didactic drawing with the teaching mediation in online courses, as well as in teachers’ formation to the learning mediation in online education.

The dossier “Mathematics teacher training in distance education: what students think about their learning”, written by Marilene Ribeiro Resende and Vania Maria de Oliveira Vieira, contributes to the reflection on the participation of students in Math major taken in online mode. The investigation sought to identify who is the student that graduates in Math and how he describes his learning. From the contributions observed in the research, the authors emphasize the strong satisfaction indicator of the students involved related to learning, not only on the specific contents, but also on the pedagogic and didactics ones.

Patrícia Lupion Torres, Lilia Maria Marques Siqueira and Elizete Lucia Matos are the authors of the paper entitled “Social networks as a means of sharing open educational resources in Higher Education”. They treat the subject social networks and open educational resources as a form of change and collaboration in higher education. They emphasize

the matter of students as participants in the construction of a new knowledge from contents presented in the classroom through debates mediated by the teacher and integration of each participant with their own reality experiences and characteristics and the historicity of that moment. In the research, they point out that through the social networks and open education resources, new elements start to benefit the propagation of academic, university culture inserted in denominations such as: network society, knowledge society, and information society. They show that networks are used by the community to share ideas, opinions in the educational context, and they demand a new paradigm to the common use of computerized educational resources. The authors emphasize that the learning processes mediated by the teacher by using technology help achieving the idea of forming interdependence skills, of ideas sharing, participating on debates on some subject, as well as in the development of a collaboration strategy. They affirm that the use of educational resources may mean some progress in the hybridization propositions of teaching on higher education institutions since it allows some flexibilization of the teaching-learning process.

In “Tutorship in distance education: didactic and competencies of new ‘pedagogical work’”, the authors Eloiza da Silva Gomes de Oliveira and Lázaro Santos share the research conducted in the Laboratory of Studies on Human Learning, where they investigate the tutorship process of the Pedagogy course through distance learning. In that investigation, they seek to know the difficulties found and the necessary competencies to the tutorship practice. It is observed the confrontation of the didactic construction to non-presential courses, so they study the processes that occur inside the virtual pedagogical practices, aiming to improve the teaching and learning processes. The authors emphasize that this research allowed to observe that many tutors or teachers that are ahead the Distance Learning environment did not have any experiences in such system on their formation. Therefore, they face a field with new discoveries, challenges and difficulties. The authors present the urge to

form new tutors to the development of competencies as a way to overcome those difficulties.

In “E-group: a strategy for the professional development of teachers”, Andréia de Assis Ferreira and Bento Duarte da Silva offer a discussion on a research about the professional development of History Teachers of the municipal education system. They describe the experience in a formation and consolidation process of a collaborative group, which was mediated by the information and communication technologies applied to education – TICE. The authors emphasize how the online contribution can reinforce the professional development of teachers and present brief examples of that interaction mediated by the E-group tool. The study allows us to observe that the virtual collaborative group can be a trigger and proper space to have the teachers making their reflections.

The dossier “Pedagogical practices from the perspective of the digital technological hybridism”, written by Luciana Backes and Eliane Schlemmer, presents a research on the Digital Technologies (DT). The authors justify the relevance of the study since those resources involve several possibilities to the interaction, communication, and knowledge representation, benefiting the configuration of virtual digital spaces of cooperation, which reinforce the teaching and learning processes in digital technological hybridism. They describe the development of formation processes in higher education in the Brazilian and French contexts in the digital technological hybridism perspective. They point out that the formative processes that were developed through the Methodology of Learning Projects based on the Problem (Brazil) and the Pedagogical Methodology of Study of Case (France). The research involved a complex analysis and counted on the interaction process of participants.

“Approaches of/in Distance Education: interaction and knowledge construction”, presented by Regina M. S. Puccinelli Tancredi, Evandro Antonio Bertoluci, and Iara Suzana Tiggemann, aims to reflect the significant growth of distance courses developed, which expanded due to the technological innovations and the needs of the population to qualify during life in a more adjusted format to the current dynamism.

According to the authors, the distance learning also reaches the teachers' formation through the offers of initial and continual formation. The authors highlight that, in the formation process, there is the need to have the interaction promoted by the courses. Therefore, they seek to develop some reflection over the relevance of interaction in distance learning, having as an experience, the communication established in two virtual rooms of the Pedagogy course in two higher education institutions through a discipline module that was offered to the students. The authors chose the e-mail tool to analyze the participants' contributions since they understand that it is considered a communication tool of wide spread and fast use, as well as a private space to exchange messages about several subjects.

In "Education and cyberculture: ubiquitous learning curriculum in the teaching discipline", Edméa Santos and Aline Weber wrote the article which has as a concern the intensification of the network digital resources and mobile gadgets used to teach and learn. In that dossier, they investigate the notions of mobility and interstitial spaces, bringing mobile technologies as interfaces of those spaces formed by ubiquity and connectivity. They analyze mobility and the use of mobile gadgets through digital network as forms of optimizing education since people can stay in contact with digital environments in different physical spaces. The authors discuss the possibilities of pedagogical practices to a pervasive learning, by taking into consideration a multi-referential approach of the curriculum. Therefore, they present the creation of curriculum acts and instigate the reflection on how to propose dialogues in different space-times in university/city/cyberspace inside a context of Didactic discipline in the Pedagogy course.

The dossier "Virtual environment and teaching methodology in Higher Education in on-site modality", proposed by Ettiene Guérios e Sandra Sausen, discusses the use of virtual environments in higher educational in on-site modality. The investigation focuses on the interaction and mobilization of identified knowledge in students of an on-site course of Mathematics using chat and journal of virtual learning environments.

The authors point out that the knowledge that was mobilized in the interactive process and that there was conceptual learning of theoretical foundations of the discipline Methodology of Mathematics Teaching. They add the possibility of constructing a teaching methodology in a process of initial formation to higher education in on-site modality in which virtual and presential spaces are used as articulated environments in a pedagogical practice context that benefits the existence of a reflexive movement of learning.

In “Virtual education as a means of education for people with special needs”, Claudio Rama calls the attention to the problem of access to education by people with disabilities, which is considered only into the special education context, but that the higher education never incorporated and treats all the students the same way. The author alerts that even the few students that had access to it present a high quitting rate, which has, as a result, a low graduation rate. He also alerts to how virtualization is changing the current paradigm in order to overcome accessibility problems and indicates the digital access as a possible way to students with disabilities. He also analyzes how to the virtual world there is not such a thing as disabled people and how both softwares and hardware interfaces offer accessibility to education.

This issue ends with the articles of continual demand: “University Programme (50+) or on the questioning of beliefs taken by medusa”, by Cristina Palmeirão and José Pedro Amorim; “Training and didactic teaching of Philosophy”, by Celso João Carminati; “Spanish reading comprehension of Brazilian learners”, by Luisa Bárbara Specht and Sandra Regina Kirchner Guimarães; “The place of education (school) in Pierre Bourdieu’s sociology”, written by Ione Ribeiro Valle; and the review of the book *A matemática nos anos iniciais do ensino fundamental: tecendo fios do ensinar e do aprender* (The Mathematics in the initial years of elementary school: weaving the threads of teaching and learning), by Ana Paula Araújo Mota and Maria Auxiliadora Bueno Andrade Megid.

We would like to thank the authors who took part in this issue and offered to share with our readers their articles on methodology and

technology in university teaching and their possible expansions. In this number, we also count on researchers who are interested in the optimizing technological resources to support teachers through processes in order to learn differently and significantly.

Marilda Aparecida Behrens

Editorial Board