

Editorial

The year 2019 comes to the end as one of the most difficult of recent decades for public universities and science in the country, especially for the area of education. A year that required a lot of mobilization, resistance, and perseverance to guarantee the production of scientific knowledge in the face of the cut of resources and financing that threatened the research and the maintenance of the university institution itself. While recognizing that this struggle is still far from over, it is with great joy that we present the latest issue of Perspective Journal in the year 2019. This is our way of ensuring good results in the daily battle fought for the strengthening and dissemination of plural and critical knowledge in the educational field.

This issue is part of the Dossier Portraits of Rural Early Childhood Education organized by the professors Soraya Franzoni Conde, from the Federal University of Santa Catarina, and Valdete Côco, from the Federal University of Espírito Santo. In addition to the dossier, we present nine articles of continuous demand.

The first article, entitled “Brazilian academic intellectuals’ conceptions of educational evaluation in the 1980s”, by Regilson Maciel Borges and José Carlos Rothen discusses the constitution of the field of educational assessment in Brazil, based on the conceptions of Brazilian academic intellectuals who helped build this field of knowledge. The information obtained through a bibliographic and documentary research was organized into two main approaches to educational assessment: one that emphasizes evaluation as a result, another whose evaluation focus is the process.

The article “Reading and writing files: a translation practice in education”, Fabiane Olegário and Sandra Mara Corazza consider reading and writing processes as ways of translating the existing files. Based on the thought of difference proposed by authors such as Roland Barthes, Michel Foucault, and Jacques

Derrida, as well as literary theorizing about translation with the Brazilian poet and translator Haroldo de Campos. The authors conclude that the practice of teaching is only possible because the educator transforms curriculum and didactics through a transcreating and critical translation of archives.

Based on a poststructuralist perspective, especially of Foucaultian inspiration, the relations between visual culture, curriculum, teacher education, and education are the theme of the article “Between silences and silencing: gender relations, sexualities, and History teaching”, by Roney Polato de Castro, Anderson Ferrari, Michele Priscila Goncalves dos Santos, and Marilda Paula Pedrosa. The research was attended by students from the undergraduate courses in Pedagogy and History of a federal public university, and the methodological instrument used a qualitative questionnaire with open questions.

Starting from the assumption that, in practice, continuing education of teachers is still shaped with the teacher as object and not subject, with little participation in this process and, perhaps, for this reason, do not take ownership of the learning received, Juliana Cláudia Teixeira Gomes Borges Amorim and Marcia Regina do Nascimento Sambugari investigate the view of Portuguese language teachers about the limits, perspectives, and formative needs, “The continuing education under the Portuguese language teacher's look: Limits and perspectives” is the title of the article that reports the research in which six Portuguese-language teachers from 6th to 9th grade of elementary school from different schools of the municipal schools in Corumbá, MS were interviewed.

“Perceptions of managers about disabled students' inclusion in college education” is the entitled article by Joana Maria de Moraes Costa and Tania Mara Zancanaro Pieczkowski. The authors analyze how the access of students with disabilities in higher education reverberates in university management practices regarding the rights of this public. To this, they interviewed managers working in four universities located in the municipality of Chapecó-SC. They conclude that, although inclusion is permeated by discourses based on an unquestionable and undisputed normative vision, the advances in democratization and expansion of university access are promising.

The conception of emancipation in Theodor W. Adorno serves as a theoretical foundation for the article by José Mateus Bido and Maria Terezinha

Bellanda Galuch, “The conception of emancipation (“Mündigkeit”) in Adorno: critical bases for a self-reflective education”. The proposal of emancipation for Theodor W. Adorno can be understood as the formative principle by which an authentic culture is realized. The authors point out that the critical and, therefore, self-reflexive formation aims to envision the regaining of human dignity lost in social practices founded by the priority maintenance of capital, in which the power and violence of each other are not questioned, leading to the educational practices that conform the subjects to this way of producing life, instead of seeking the development of critical consciousness capable of revealing the elements that participate in the pseudo-formation process that prevails in today's society.

In the article “The School of Application of the University of São Paulo: a successful case of public high school”, Mariana Beatriz Mataluna analyzes the application schools that are subordinated to public universities. Focusing on the particular case of the School of Application of the Faculty of Education of the University of São Paulo, from 2014 to 2016, the research methodology included bibliographical, document and legislation analysis, as well as the fieldwork involving interviews with teachers and students. The author concludes that when the school offers quality education with committed and qualified teachers, students recognize its importance and do not question its relevance.

The links between religion and schooling are the subject of the research reported in the article “Education and faith: Luther ideas, German immigration to Brazil and the community-organized schools (19th-20th centuries)”, by Ademir Valdir dos Santos. Based on the relations between German immigration, Lutheranism and the process of creation of schools, the author analyzes the historical incorporation of ideas of Luther's education and its influence in southern Brazil, in a period between the second decade of the nineteenth century and the first decades of the twentieth century. The schools were created by groups of German Lutheran immigrants in the South of Brazil so that children and young people had access to religious principles and thus overcome the difficulties of living in a cultural environment different from that of their regions of origin.

Also in this issue, we present the list of ad-hoc consultants who contributed to the Perspective Journal in the year 2019.

We wish you all a good read and renewed hopes for 2020!.

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