

As we start 2021, the world is still living through the Covid- 19 pandemic, with almost 2 million lives lost one year after the first reported case. In Brazil, we have surpassed 200,000 deaths. The situation is still very unstable, and we are currently the second country with the most deaths from the disease on record. However, hope springs with the start of vaccination for the elderly and healthcare professionals who work on the front lines of hospitals, in direct contact with those infected with the SARS-CoV-2 virus.

At UFSC, administrative and academic activities continue in a remote environment while maintaining social distance for everyone's safety. There are countless difficulties and challenges, but teachers at all levels, from basic education to higher education, have found strategies to reduce the distances as much as possible and, as a result, bring their students closer to school and university.

For Perspectiva, 2021 brings about important changes. After months of preparation, the journal has adopted a new publication format so that the submitted articles' flow - which is intense - can be speeded up. Thus, the journal adopts, as of January of this year, the **Continuous Publication (CP)**, with the joint opening and closing of its four issues at the beginning and end of the year, consecutively.

This format primarily aims to speed up the workflow, making the papers available to researchers, students, and readers more rapidly, digitally, and with open access. Thus, the Journal reiterates its principle that making access to research free generates a greater global knowledge exchange, in line with the *Public Knowledge Project*, "a multi-university initiative to improve the quality and reach of academic publishing".

Therefore, this issue includes the dossier **APPrendizagem na Era Digital: (re)conhecimentos em contexto escolar** (APP learning in the Digital Age: knowledge and recognition in a school context), organized by professor Juliana Cristina Faggion Bergmann, from the Universidade Federal de Santa Catarina (UFSC), in addition to 20 articles of continuous demand.

The first article, entitled **The complexity paradigm: context and grounds in teacher education**, by Greice Scremin and Silvia Maria de Aguiar Isaia, from the Centro Universitário Franciscano, discusses concepts developed by Edgar Morin and their implications for teacher training, based on a qualitative analysis of the French philosopher and researcher's works.

Still focusing on teachers, the second article, entitled **Preacarization of work and professor sickness in multicampia contexts: a case**

study on substitute professors of Bahia state university – UNEB, the authors, Liane Nascimento dos Santos and Jailson Braga Brandão, from the Universidade do Estado da Bahia (UNEB), present the results of a case study with professors from that university regarding their working conditions, drawing attention to the precarization of teachers' work and resulting illnesses.

The teaching work in Early Childhood Education is discussed in the third text, **In defense of teacher and child activity: reflections on initiation to science in child education**, by Tatiana Schneider Vieira de Moraes, Elieuzza Aparecida de Lima, both from the Universidade Estadual Paulista (UNESP), and Anna Maria Pessoa de Carvalho, from the Universidade de São Paulo (USP). The authors analyze the challenges and specificities of the teaching work in Early Childhood Education based on the section on Science Initiation.

The fourth article, by Margarete Sacht Góes, from the Universidade Federal do Espírito Santo (UFES), entitled **Aesthetic and esthetic experiences: image reading with children from in early childhood education**, also discusses Early Childhood Education and uses Robert William Ott's (1989) method to reflect on working with the reading of images in this phase of formation and seeks to understand with Lev Vygotsky (2000) the artistic-cultural appropriation process in childhood.

Early childhood is also the focus of the fifth article, **Interactions and development of speech from the historical-cultural approach, in the context of the nursery**, by Arlene Araujo Nogueira and Michelle de Freitas Bissoli, from the Universidade Federal do Amazonas (UFAM). The authors analyze speech development in preschool children aged 1 to 2 years based on participatory observations of daily interactions between children and their teachers, whether direct or mediated by objects.

Still dealing with preschool education, the following article, **Early childhood education and the pedagogy of multiliteracies**, by Wagno da Silva Santos and Acir Mário Karwoski, from the Universidade Federal do Triângulo Mineiro (UFMT), discusses the contributions of Pedagogy of Multiliteracies to the continuing education of teachers to use digital information and communication technologies (DICT) in preschool education.

Digital literacy is also the theme of the seventh article, by Jocenildes Zacarias Santos and Márcia Tereza Fonseca Almeida, from the Universidade do Estado da Bahia (UNEB), and Sidneya Magaly Gaya, from the Universidade Federal de Santa Catarina (UFSC). The text **Digital literacy in the context of youth and adult education: weaving knowledge networks for the teaching-learning process** proposes to understand the contributions of digital literacy to the teaching-learning process of Youth and Adult Education, pointing out, as a result, the potential of technologies as an aid.

Cássia Cristina Furlan, Universidade Federal da Grande Dourados (UFGD), discusses the locus of play in the training of future teachers in the text **Bodies, gender and performances in scene: engraving between RPG and experiences in the constitution of identities**. This study qualitatively analyzes gender and sexuality issues emerging from role-playing game (RPG) activities.

In addition, the ninth article, entitled **Corporate and care: a possible patchwork in training?**, by Denise Consuelo Moser Aguiar and Gelson Aguiar da Silva Moser, from the Universidade Federal da Fronteira Sul (UFFS), and Rosane Gonçalves Nitschke, from the Universidade Federal de Santa Catarina (UFSC), discusses corporeality and care in the training of female nursing students. It is an ethnographic study highlighting the importance of formative practice for this process.

Mozart Linhares da Silva and Betina Hillesheim, from the Universidade de Santa Cruz do Sul (UNISC), problematize the crisis of truth in contemporaneity and its relations with the constitution of an *ethos* of fascism and its implications for education in the article **"Games of truth", education and the ethos of contemporary fascism**. This study analyzes the conditions for truth-telling from the perspective of Michel Foucault.

The text **Interfaces between education and communication: points of intersection** focuses on problematizing the interface between education and communication. The results obtained by Ricardo Cocco, from the Universidade Federal de Santa Maria - Campus Frederico Westphalen, and Flávia Eloisa Caimi, from the Universidade de Passo Fundo, point to the current centrality of the media in the lives of individuals, which includes the educational processes.

Giovana Scareli, from the Universidade Federal de São João del-Rei, explores an educational research tool in the article **The notebooks of Guimarães Rosa and Eduardo Coutinho: some approximations with research in education**. The author develops bibliographical research to analyze the notebooks of Guimaraes Rosa and Eduardo Coutinho and reflects on the importance of this instrument for education research, in addition to a possible interface with the arts and literature.

The thirteenth article in this issue also looks at art and features it as an intersection point with education. The text **What Drawing to teach to the teachers in formation? A contribution of Arthur Marinho from Maranhão (first half of the twentieth century)**, by Marcos Denilson Guimarães and Maria Consuelo Alves Lima, from the Universidade Federal do Maranhão (UFMA), analyzes the drawing course in the training of primary teachers in the city of São Luís (MA) in the first half of the twentieth century, based on the trajectory of Arthur Marinho.

In the fourteenth article, **Notes on Globalization and neoliberalism in the context of the structural crisis of capital**, José Deribaldo Gomes dos Santos, from the Universidade Estadual do Ceará (UECE), and Maria Escolástica de Moura Santos, from the Universidade Federal do Piauí (UFPI), draw on Historical and Dialectical Materialism to explain the contemporary capitalism crisis, organizing their exposition in four moments.

Giovani Ferreira Bezerra, from the Universidade Federal da Grande Dourados - UFGD, also addresses neoliberalism, presenting a critical reading of the school inclusion process for people with disabilities in the article **Neoliberalism and recent pedagogical formulations: the inclusive ideal in education**.

The 20 years of Article 170 of Santa Catarina's State's Constitution – the precursor to Affirmative Action Policies in Brazilian Higher Education, by André Dias and Stela Maria Meneghel, both from the Fundação Universidade Regional de Blumenau, addresses a fundamental theme in our area, when they discuss the democratization of Higher Education in Brazil based on access and permanence policies, such as the Law of Quotas. They analyze the Article 170 grant program of the Santa Catarina State Constitution (1989), identifying its positive aspects and challenges.

Within the public policy theme, Andrea Barbosa Gouveia and Gabriela Schneider, from the Universidade Federal do Paraná (UFPR), and Domingos Savio Abreu, from the Universidade Federal do Ceará (UFC), analyze the material and infrastructure conditions of schools in Paraná attended by Bolsa Família Program participants, in the article **Gaps in securing the right to school infrastructure in Paraná, Brazil: A study on secondary schools attended by beneficiaries of the Bolsa Família Program**. The authors try to understand if the school supply conditions are equal in high schools with different percentages of students in the program, using seven indicators and 40 variables.

The eighteenth text of this issue makes a **State of art in Brazilian academic research, from 2010 to 2019, Concerning the teaching of geometry developed in the Northeast**, presented by Marcilia Chagas Barreto, Zelia Beserra Camelo, Nassara Maia Cabral Cardoso Gomes, and Gabrielle Andrade Pereira, from the Universidade Estadual do Ceará (UECE). Based on bibliographic research, the authors discuss the lack of geometry teaching in academic research in Mathematics.

In the second-to-last continuous demand article, entitled **Youtube and mathematic education: a study of specialized channels in teaching school mathematics**, Débora de Lima Velho Junges, from Instituto Federal Catarinense (IFC), Lucas Pereira da Rosa, from Universidade Feevale, and Amanda Gatti, from Instituto Federal Catarinense (IFC), are also interested in Mathematics, based

on the analysis of the 05 Brazilian Youtube channels with the highest number of subscribers dedicated to teaching content in this area.

Finally, in the article closing this issue, Mathematics remains the focus of interest, with the text by Maria Célia Leme da Silva, from the Universidade Federal de São Paulo (UNIFESP), entitled **Wentworth & Hill and Heitor Lyra da Silva: circulation and appropriation of an intuitive geometry**. The author analyzes the circulation and appropriation of international educational proposals for geometry teaching.

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