

Achievements and mutual support in challenging times

Just as we started, we end 2021 still impacted by the Covid-19 pandemic, but already with a clear perspective of improvement that fills us with hope after an extremely tough year for our country. Brazil ends the year with almost 70% of the adult population fully vaccinated. However, reality presents us with difficult numbers, with the loss of more than 630,000 lives so far. Now, the new step is to vaccinate children so they can return to socializing safely and that the schools, most of which are still closed throughout the country, can resume their activities.

At UFSC, the administrative and academic activities continue in a remote environment, maintaining the social distance for the safety of all, but with the expectation of a gradual resumption of face-to-face activities at the beginning of next year. The *Colegio de Aplicação*, an elementary and high school, has already partially resumed its classroom activities, following a strict protocol, in accordance with the determinations of the competent bodies, inside and outside the University.

For *Revista Perspectiva*, this was a year of much learning and readjustment of processes and cultures. The new format of the journal, in Continuous Publication (CP), proved effective and required a new way of handling the submitted articles. We end the year with great achievements. However, we also constantly reflect on the volume of work surrounding our activity, especially when science and research are questioned. On the other hand, we are aware of the importance of scientific publications with open access to give researchers a voice, to present their contributions, and to disseminate their research.

Thus, reaffirming our commitment to disseminating science, this issue includes the dossier *The Polyphony of Sociology Education Today: Between the Classics and the Contemporaries*, organized by professors Amurabi Oliveira and Ione Ribeiro Valle, from the Universidade Federal de Santa Catarina (UFSC), in addition to 09 articles of continuous demand.

The first article, **Teaching geography and comprehending afro architectural heritage in Cariri, Ceará**, by Meryelle Macedo da Silva, Cicera Nunes, and Thiago de Abreu e Lima Florencio, from the Universidade Regional do Cariri (URCA), and Henrique Cunha Junior, from the Universidade Federal do Ceará (UFC), analyzes the Afroarchitecture of the city of Crato, in Ceará, based on the African and Afro-descendant construction techniques and labor. Furthermore, the text emphasizes and defends the importance of heritage education.

Also within the discussions on our African heritages and legacies, the article **Diaspora Capoeira: between catches, insurgencies and (re)existences for a decolonial and inclusive education**, by Norma Silvia Trindade Lima, from the Universidade Estadual de Campinas (Unicamp), discusses the legacy of capoeira and its practice as resistance, under a decolonial and inclusive perspective.

The researchers Scheila Montelli dos Santos, from the Department of Education of the State of Rio Grande do Sul, and Cleci Teresinha Werner da Rosa, from the Universidade de Passo Fundo (UPF), present in the third article, entitled **Statistics in Elementary School: proposal of a didactic sequence in the form of a Potentially Meaningful Teaching Unit**. This article studies a didactic sequence for dealing with Statistics in Elementary School based on Ausubel's Theory of Significant Learning (TSL) (2000). The results reinforce the importance of bringing school content closer to the students' context.

The fourth article by Priscila Oliveira Coutinho, Maria Amália Almeida Cunha, and Guilherme Alcântara, from the Universidade Federal de Minas Gerais (UFMG), sets out to shed light on the work of school managers and their strategies to face daily conflicts in a public institution, after field observations and interviews with principals and pedagogical coordinators. The article is entitled **The family-school relation in the school management view: between strategies and negotiations of coexistence**.

Professional education is the theme of the fifth text, **Education as an indicative of a model of society: comprehensions from the National Confederation of Industry – CNI**, by Márcia Cossetin, from the Universidade Federal de Mato Grosso (UFMT), and Dhaiane de Moraes Teixeira, from the Universidade Estadual do Oeste do Paraná (Unioeste). The authors analyze the educational actions developed by the National Confederation of Industry based on documentary sources.

Documentary research is also the source of study of the sixth article, **Ideology an Education: between market, science and religion**, by Gisele Masson, from the Universidade Estadual de Ponta Grossa (UEPG), and Anita Helena Schlesener, from the Universidade Tuiuti do Paraná (UTP). They try to understand the factors interfering in the decision-making of public policies in education in Brazil amidst different market interests and religious groups.

Still using documental research, an analysis of the educational indicators of higher education is the theme of the seventh article, by Chaiane de Medeiros Rosa, Eder Angelo Milani, and Fabiano Fortunato Teixeira dos Santos, researchers from the Universidade Federal de Goiás (UFG). The text **From access to dropout: the follow-up of UFG students using survival analysis** sets out to understand the student evasion process at the Universidade Federal de Goiás (UFG), analyzing its characteristics and causes.

Ornella Padovani Perez, from the City Hall of Jaboticabal-SP, and Adriana Katia Corrêa, from the School of Nursing of Ribeirão Preto of the Universidade de São Paulo (USP), discuss the reflective portfolio as a training tool in higher education in the text **Reflective portfolio: challenges for the construction of emancipatory learning in higher education**. In this article, the authors analyze the adoption of this

instrument in Undergraduate and Undergraduate Teaching programs in the health area, based on a qualitative perspective, according to Bardin (2016), among others.

Finally, in the article closing this issue, knowledge is the focus of interest, with the text by Ana Luiza Salgado Cunha, from the Universidade Estadual do Sudoeste da Bahia (UESB), Raquel Arrieiro Vieira, from the Universidade Federal de São Carlos (UFSCar), and Solange Cardoso, from the Universidade de Brasília (UnB). The article is entitled **For other possible epistemologies: knowledge and society**. The authors analyze the constitution and dissemination of knowledge in university spaces.

Furthermore, this issue ends by presenting the list of reviewers that helped us carefully evaluate each article published in 2021. To all of them, our most sincere thanks for their valuable contribution to Revista Perspectiva.

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