

**EDITORIAL v. 31, nº. 03, 2022**

The last 2022 issue ends a school and electoral year which has had many setbacks, conflicts and resistance acts in Education and Politics. Interpersonal relations have been eroded due to incompatibility and difficulty in argumentation, mainly in the political context. Fake news have aggravated conflicts and polarities that have put the democratic system to the test. Larrosa (2021, p. 16)<sup>1</sup> stated that “words produce meaning, create realities and sometimes work as powerful mechanisms of subjectivation.

In this respect, the educational system plays a potent and essential role in strengthening debates, dialogues, communication, argumentative capacity and importance of words, which have power and strength; people make things with words and they influence people. “Words determine our thoughts because we do not think with thoughts, but with words” [...] to think is mainly to give sense to what we are and to what happens to us” (LARROSA, 2021, p. 16-17). The author also advocates that the way we relate to ourselves, to other people and to the world has close relation to words, both written and spoken ones.

Since we are teachers and eternal students – a paraphrase of Paulo Freire –, we believe in words that concretize dialogues and communication to reach consensus and dissensus and, thus, potentialize knowledge. Therefore, publications that compose this issue – and highlight teachers’ work and its interfaces – aim at providing readers with information to qualify their studies, broadening knowledge and corroborating Science, which has been questioned and attacked but which is essential to maintain life and humanity.

Issue no. 3 in 2022 is composed of 10 papers in the continuous flow and the dossier “**Research into Education and its methodological and epistemological interfaces**” which highlights advances in research into Education. Papers address research methodology, tools for data production and techniques of data analysis; thus, they lead to further reflection on the theme.

Papers in the continuous flow also show advances and in-depth investigations into Education in several themes on which their authors focus.

Sheila Fabiana de Pontes Casado and Edmilson Luiz Rafael, the authors of the paper

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<sup>1</sup> LARROSA, Jorge. Tremores: escritos sobre experiência. Belo Horizonte: Autêntica, 2021.

entitled “**The grammatical category *verb* and normative issues that involve Brazilian Portuguese**”, aimed at investigating limitations of normative aspects that involve the grammatical category *verb* in Brazilian Portuguese, mainly regarding verb conceptualization along with its pragmatism. Criticism of traditional paradigms of grammar addressed at Portuguese teachers enables them to think over their practices and (re)construct criteria that are more cohesive with verb functionality.

“**Whiteness and Privileges**”, which was written by Janete Santos da Silva Monteiro de Camargo, Eliane Rose Maio and Teresa Kazuko Teruya, results from uneasiness caused by the course School Education and Diversity taught in the Post-graduate Program in Education at the Universidade Estadual de Maringá (PPE/UEM). The topic of the study was the title of the composition proposed by the 2021 UEM entrance exam: “Racism under debate in Brazil: white privileges in current discussions”. Results show structural racism in the Brazilian society. In addition, not only ideological, identity, social, political and economic issues, but also power relations, are struck into the conception of whiteness.

Francisco Elionardo de Melo Nascimento, Grazielly Stefany Pinto Fontinele and Laís Raiane Feitosa Melo Paulino investigated changes caused by the COVID-19 pandemic in Pedagogy professors’ practices at the Faculdade Ieducare and wrote “**Effects of the pandemic on Pedagogy professors’ practices**”. Results showed that professors adapted to technologies that became essential to their practices in a very short time. Other factors, such as skill qualification, increase in time needed for teaching tasks and practice reformulation, which had to be reorganized along with personal and professional obligations, generated overload and exhaustion.

Another contribution whose topic is the pandemic and online teaching is the paper entitled “**Beyond the classroom: challenges and (im)possibilities of online teaching**”, which was written by Robson Lima de Arruda and Robéria Nádia Araújo Nascimento. The study interviewed 48 participants and data showed aspects of in(viability) of emergency online teaching when criteria of technological inclusion and quality and efficiency of processes were considered. The pandemic made families participate more in their children’s education, mainly in pedagogical monitoring. However, it was also clear that family members are not teaching professionals, a fact that strengthened the role of school and teachers in the process of access

to systematized knowledge.

The paper **“Neoliberal reflexes: discourses on work in Life Project didactic collections in the new High School”**, written by Francisco Vieira da Silva and Edvânia Batista de Moraes, analyzes the Life Project which was proposed by the High School Reform and articulated with the BNCC as a fundamental (but not mandatory) component. The BNCC site informs that the Life Project is an instrument which enables the new High School students to outline their educational paths. Thus, the 2021 National Program of Books and Didactic Material (PNLD) was organized so as to meet demands of the Life Project. The analysis of data shows that Life Project didactic material tend to produce discourses on work that agree with purposes of neoliberal rationality.

Maycon dos Santos Souza and Gisele Soares Lemos Shaw aimed at investigating contributions of an educational experience which involved research into interdisciplinary teaching and practices to achieve interdisciplinary education from the perspectives of pedagogical residents in Sciences of Nature. The title of their paper is **“Interdisciplinary education through research into teaching in pedagogical residency: perceptions expressed by Sciences of Nature undergraduates”**. They problematize Science teacher education while they address several factors, such as personal, cultural, social and economic ones, which constitute the process.

**“State-of-the-art memes: in search of new investigative paths in Portuguese teaching”** by Luisyane de Maria Carlos Terrado and Marize Barros Rocha Aranha aimed at compiling scientific production related to internet memes in Portuguese lessons. Results of the study enable us to state that school – the literacy agency in society – is influenced by technological advances, has created possibilities of social interaction and has made new textual/discursive genres, such as memes, become visible. This fact requires schools to make investments so that skills may be developed to construct reading competence and critical literacy.

The paper **“The place of reading and writing in Preschool Education: a state of knowledge of the academic productions between the years 2013 and 2022”**, written by Carolina dos Santos Espíndola and Juliane de Oliveira Alves Silveira, presents a state of knowledge (MOROSINI and FERNANDES, 2012) about reading and writing in Preschool

Education, a subject that has been increasingly discussed among researchers and theorists in the field of education. From the data collected it can be observed that although the discussions about reading and writing are gaining more and more force among researchers who address different work concepts involving reading and writing in Preschool Education, the spaces that hold discussions specifically about this stage of education lack research, works, papers, and experience reports on the subject.

The last paper in the continuous flow in this issue was written by Wagner Marcelo Pommer and Gabriella Amorim Araújo Daruix. It is entitled **“Round bodies and polyhedrons: a fifth-grade teacher’s remarks”**. Their study aimed at observing and analyzing records of semiotic representation collected by a versatile teacher in three lessons about round bodies and polyhedrons taught to fifth graders in a public school in São Paulo, SP, in 2016. Results reinforce the hypothesis that it is important for teachers to know about cognitive processes of transformation and conversion of records of semiotic representation.

This issue includes Suzanei de Oliveira Medrado’s review of **“The university out of the closet: educational inclusion and academic stress”** written by Diego Tomasino and Alejandro Lanuque. The preface of the 6-chapter book explains its scope, which deals with demands in an expanding globalized world and technological resources in universities. Besides, diversity in these spaces – universities – triggers challenges and stress since differences may not be accepted and respected. Reading it makes us reflect on the need that universities have to support students’ new and growing demands.

To close this editorial, we would like to state Larossa (2018 p. 22)<sup>2</sup>: “to write is to have an experience, rather than merely report it”. We need words that make our experience happen and broaden our dimensions of perception, comprehension and view to understand things from different perspectives. Thus, we hope that reading the words that compose this issue leads to significant experiences.

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<sup>2</sup> LARROSA, Jorge. Esperando não se sabe o quê: sobre o ofício de professor. Belo Horizonte: Autêntica Editora, 2018.

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