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Inter-Ação is the quarterly journal of the Faculty of Education and Graduate Education Program FE/UEG, from Federal University of Goiás. Its goal is to blind ad hoc reviewers and members of the Scientific Council, unpublished work resulting from theoretical studies and research on education, including, mainly, the following topics: Cultural and educational processes; State Policies and educational practices; Education, labor and social movements; and Fundamentals of educational processes.

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PRESENTATION

Editorial n.1 of 2024 - Inter-Ação

"The next decade in education must be paved in the exercise, in all institutions, spaces and processes, of respect, tolerance, promotion and appreciation of diversity (ethnic-racial, religious, cultural, generational, territorial, physical-individual, disability, high ability or giftedness, gender, sexual orientation, nationality, political option, among others)" (CONAE, 2024, translated by us).

The excerpt from the final document of the National Conference on Education (CONAE, 2024), held in January 2024 in Brasília/DF, illustrates the immense challenges we have for education in the next decade. At the same time, we know that Brazilian education faces the challenges of regional inequalities, intra-regional inequalities and local conflicts. All these aspects have an impact on education policies and our next National Education Plan.

To the same extent, the cover of our issue, with an engraving by our local artist, Zé César, reflects some of these challenges and, at the same time, the ongoing disputes: art, peace, reading the world, friendship bazaar, intelligence market, dream kiosk...

Thus, our first issue of Revista Inter-Ação takes place in the midst of an intense national agenda: The holding of the National Conference on Education (CONAE-2024), preceded by hundreds of state, municipal, district, inter-municipal and free conferences; the debate on the new National Postgraduate Plan; the mobilization for the reform of secondary education, which continues to be a cause for concern, given the progress of the bill to modify this stage of basic education; free conferences in preparation for the 5th National Conference on Science, Technology and Innovation; the outbreak of a strike by technical-administrative staff in education and teachers in federal higher education institutions, among many other conflicts, activities and movements.

The movement around emerging issues certainly drives us in our educational work. Our journal wants to contribute to the debate, to the diversity of topics and to reflections on our educational activities. That's why the invitation to read is inspired by Conceição Evaristo

"When I bite
the word,
please,
don't rush me,
I want to chew it,
tear it between my teeth,
the skin, the bones, the marrow,
of the verb,
so that I can verse
the core of things"
(Evaristo, 2021, translated by us)

This issue is full of possibilities, with a range of articles on a variety of topics: Laurentino Nhacuongue and Carlos Vasconcelos open this issue with the article "The Local Curriculum as a Strategy to Promote Cultural Diversity In Mozambique"; Aline Ribeiro de Oliveira and Juarez José Tuchinski dos Anjos publish the article "Children's Week Commemorative Practices in the Park School Of Brasília (1960-1971)"; Fábio Araujo de Souza and Janaina Specht da Silva Menezes present a discussion on "Royalties in Education in the Municipalities of Costa Verde, Médio Paraíba and South-Central Region from the State of Rio De Janeiro"; the debate "La Educación Brasileña Contemporánea, como Derecho Universal, a Partir de un Encuentro entre Paulo Freire, Zygmunt Bauman y José Moran" will be presented by Erica Rezende Perini, Fernanda Cardoso de Menezes Bahia and Ana Carolina Carius; Angela Aparecida de Almeida publishes "Perceptions of the Use of Artivism Allied with Feminist Pedagogy in an Experiment in Basic Education"; Daniele Campos Botelho, Mário Luiz da Costa Assunção Júnior and Marta Maria Prata Linhares reflect on "Simultaneous Perspectives: a Reflection on the Educational Experience as an Appropriation-Reproduction-Manipulation Process"; Débora Cristina Aureliano Rossi Delalibera and Diogo Fogaça Carvalho discuss the "Emission Feedbacks by Teachers in the Teaching and Learning Process in the Undergraduate Law Course".

In the area of technology, education and communication, we published a number of articles with different focuses: "Sociodigital Platforms, Fake News and Cognitive Dissonance: Issues on School Education" by Matheus Bernardo Silva and Maria Sirlene Pereira Schlickmann; "Construction of Games with Future Teachers Aiming the Development of Creativity" by Letícia Cacciolari Bordini, Alexandra Gomes and Paulo Sérgio de Camargo Filho; "Sport and Cinema: Historical Interfaces and Contemporary Educational Possibilities" by Allyson Carvalho de Araújo and Rafael de Gois Tinôco; "Use of Smartphone in Mathematics Teaching: Report of an Experience with Investigative Activity of Exponential Function" by Dielle Cruz da Costa and Rejane Waiandt Schwartz de Carvalho Faria; "Education and World-Image: Pedagogical Practices and Training for Critical Reading of Visual Language" by Letícia Gonçalves Rosa and Julia Rocha; "Pixton in the Classroom: a Training Experience for Portuguese Language Teachers" by Albina Pereira de Pinho, Eleandra Negri Costa and José Isavam Oliveira Silva; "A Dip in the Fluid Ocean of Instagram: Connecting Memories of IF's Students" by Geovânia de Souza Andrade Maciel and Robson Simões Fonseca; "The Use of Games in History Teaching: A Possible Didactic " by Andréa Maria da Silva; "Youth and Digital Culture: Reflections from the Meme Textual Genre" by Michele Mezari Oliveira and Graziela Fatima Giacomazzo; "From Cinema to Educational Cinema: Actions in the Municipality of Londrina-Pr (1949-1969)" by Gabriel Renan Alberguine and Tony Honorato; "State of the Art: Continued Training of Literacy Teachers in the Use of Technologies and Digital Media" by Belenice Koffke Buff Rotini, Joana Paulin Romanowski, Marcos Cezar Simioni da Cruz and Matilde Dias Martins Pupo; "Cosmotechnics as a Cosmopolitics of Memory: An Analytical Proposal Based on the Work of Yuk Hui" by Gabriel dos Santos Gonzaga and Alex Sandro Malaquias da Silva; "Didactic Elements of Technicism and Neotechnicism in the History of Pedagogical Ideas: The Centrality of Techniques and Technologies" by Jeferson Anibal Gonzalez; "Education and Cinema: Criticism of the Domestication of Memory in Animation Films by Disney Studios" by Robson Loureiro and Samira da Costa Sten; "The Use of Digital Cyberspace for the Construction of Research Methodology in Art Education, Cultural Mediation and Museum Education" by Gabriela Maetê Turetta, Maurício Antunes Tavares and Joana D'Arc Sousa Lima.

Field Education is discussed in two articles: "Special Education in the Field: Educational Indicators in Paraíba" by Munique Massaro; "Pedagogical Practices of Public Schools Located in Rural Territories and the Perspectives of Rural Education and Field Education " by Neusa Aparecida de Lima and Cecília Maria Ghedini.

Our publication concludes with the following articles: "Education Professionals, Digital Immigrants and the Challenge of Remote Teaching" by Luciano Melo Santos and Maria Elizabete Souza Couto; "The Appropriation of Information and Communication Technologies by Terena Indigenous People: A Means of Struggle and Resistance" by Silvia Fernanda de Jesus Queiroz and José Licínio Backes; "Inclusion of Students with Autism Spectrum Disorder in a Bahian Municipal School" by Andrea Oliveira Santos, Fabrício Oliveira da Silva, Gisele Oliveira da Silva and Vera Lúcia Santos Matos; "The Portrait of the Silencing of Children's Fundamental Rights in the Educational Context as Seen in Reports from G1 in Minas Gerais " by Magda Sousa Senra and Josimar Gonçalves Ribeiro.

These 28 articles are certainly a major contribution to the educational debate. We hope that you will be able to read, appreciate, disseminate and share our issue. We also hope that the articles presented here can help us to build an education based on "respect, tolerance, promotion and appreciation of diversity"!

Miriam Fábria Alves (UFG)
Karine Nunes de Moraes (UFG)
Rodrigo Gouvêa Rodrigues (UFG)

Goiânia/GO, may, 2024.