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# **INTER•AÇÃO**

**Journal of the Faculty of Education of UFG**

**50**

Goiânia, n. 1, jan./apr., 2025



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*Inter-Ação is the quarterly journal of the Faculty of Education and Graduate Education Program FE/UFG, 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 Its goal is to blind ad hoc reviewers and members of the Scientific Council, unpublished work resulting from theoretical studies and research on education, including, mainly, the following topics: Cultural and educational processes; State Policies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

Não devemos alimentar ilusões. Os embates vão recomeçar, de modo negativo tanto na Comissão, quanto na sociedade. É uma pena, permanecermos presos ao passado. Só que nos cumpre fazer tudo o que for possível para não ficarmos com 'meia vitória'. Precisamos cortar o nó górdio de nossa história. Os conservadores escolheram a educação como o terreno de luta principal.

(Florestan Fernandes, 1990).

The reflections of Florestan Fernandes, shortly after the promulgation of the 1988 Constitution, invite us to keep our attention on the Brazilian educational scene, especially at this moment, when we are publishing our first issue of 2025, in a context of tension in the national and international scenarios, in which the authoritarian escalation is becoming more and more apparent, with the rise of Trump to the government of the United States of America and his escalating attack on migrants, teachers and researchers, activists and the environment. In Brazil, we are experiencing a government that proposes union and reconstruction but is under constant pressure from extreme right-wing groups that attack democracy and act to obstruct the government's actions. These are times when narratives are contested in social networks, in the National Congress, in the Brazilian judiciary, and the media. Difficult times further complicate the public education scenario and threaten the right to education, as well as inclusion and diversity policies.

This scenario prompts us again to bring Florestan and his warning into the debate, as we are discussing a new National Education Plan, and the clashes over the educational project for Brazil will begin again. The federal government has presented to the National Congress a bill (PL 2614/24) that contains the new National Education Plan to be approved for the next decade. The Brazilian state's project for education will be analyzed and voted on by an increasingly right-wing Congress. According to the Inter-Union Department of Parliamentary Advice (DIAP), the current Chamber of Deputies is more right-wing, with 259 deputies identifying with this ideology. In this scenario, the challenges for Brazilian education to guarantee quality education as a right for all, inclusive and diverse, are immense. Once again, Fernandes' warning urges us to have no illusions. We face countless challenges in the fight against regional inequalities, in access to and provision of education, in guaranteeing the right to the diversity that characterizes our society, for the poorest, the

black, and the LGBTQIAPN+ population, all of which urge us to fight so as not to be left with a half victory.

In this scenario, this first issue of *Revista Inter-Ação* presents a variety of articles that contribute to the current debates on education. Moreover, the 28 articles come from four regions of the country: Midwest, Northeast, Southeast, and South, as well as one from Portugal. Most of them were written by people associated with public higher education institutions (IPES), of which 14 were federal, 7 were state, and 3 were private. Most of the articles deal with higher education, but there are also articles dealing with basic education, methodology, and curriculum issues, special education, and technical vocational education.

Thus, our issue opens with the article *Poor and black students in private higher education in Brazil: psychosocial and intersectional analyzes*, by Maisa Elena Ribeiro and Ângela Fátima Soligo, in which they discuss racial inequality expressed in terms of income and schooling. In *Scale of perception of attitudes and implications of teachers' work in undergraduate studies*, Marcele Nunes Araújo and Neyfsom Carlos Fernandes Matias present the study with 191 students from 16 engineering courses and conclude that students from less favored social classes perceive less proactive attitudes of teachers in relation to learning. *Thais Maria Sperandio and Jerusa Vilhena de Moraes discuss Problem-based learning and geography: trends and perspectives through bibliometric review of articles indexed in Web of Science*. The use of media and social networks in education: a bibliographic research, by Maria Vitória de Deus Santos and Deivid Alex dos Santos, also presents the results of a bibliographic survey in SciELO. In *Higher education in Portugal: participation of women in engineering between 2015 and 2019*, Ludmila Lins Bezerra, Armando Paulo Loureiro, Isilda Teixeira Rodrigues present the results of a quantitative study that shows that the number of women in engineering courses has increased, but is still low compared to humanities courses. *Francilene do Rosário de Matos and Maria Alice Melo, in the article The remodeling of teaching work in Brazilian public basic education carried out by educational reforms, present the results of a study of the scientific production of postgraduate studies in education, carried out in the Capes Theses and Dissertations Catalogue, and conclude that the educational reforms have not resolved the dilemmas of teachers' work*. In the article *Application of public budget resources: expenditure on information technology (it) at federal universities between 2013 and 2022*, Luiz Fernando Gonçalves da Silva Araújo, Daniela da Costa Britto Pereira Lima and Rodrigo Gouvêa Rodrigues, based on documentary research, discuss the budget resources allocated to information technology at federal universities between 2013 and 2022,

concluding that between 2015/2016 and 2018/2022, spending on personnel, costs and investments suffered significant decreases, with investments suffering the most. Bettina Steren dos Santos and Jussara Bernardi reflect on The artisanship of teaching and learning through design thinking in the pedagogy course, and conclude that the use of this methodology in initial teacher training is a promising approach to fostering creative solutions to real and contextualized educational problems. The article High school education integrated with professional education in gastronomy at the federal institute of Brasília, by Annah Bárbara Pinheiro dos Santos and Carlos Soares Barbosa, presents how the integration between general and professional education takes place in the Technical Course in Cookery/Gastronomy. Paloma Aparecida Oliveira Ratuchne, Maria Luiza da Luz Munhoz, Ana Aparecida de Oliveira Machado Barby, Rosângela Trabuco Malvestio da Silva, in the article Inclusive educational actions for students with autism spectrum disorder in higher education: a systematic review of Brazilian articles, based on a bibliographic analysis of published articles, conclude that the participation of academics with autism spectrum disorder has triggered improvements in educational processes in higher education institutions, promoted by the implementation of accessibility centers and inclusion programs. In Cultural curriculum: emergence of a new theoretical perspective for educational formation, Juarez da Silva Thiesen presents and discusses theoretical arguments intending to affirm the existence of ongoing movements in the intellectual production of the curriculum field. Márcia Basília de Araújo and Shirley Aparecida de Miranda, in Research and extension as possibilities for the performance of black teachers, discuss the presence of black teachers in higher education and their work in research and extension. In the article entitled Educational practices and the use of assistive technology (TA) for deafblind people, Ana Sara Tomé Borges and Bruno Pereira Garcês present the partial results of the development of an AT that allows an inclusive approach in the educational environment by combining sensory elements with embedded computing and assistive technology. In Mapping the ethical, aesthetic and emancipatory possibilities of good practices in higher education, Leiliane Domingues da Silva and Dagmar de Mello e Silva present the basic theoretical and methodological principles that underpin the concept of teaching, learning, and training in higher education. Lílian de Sousa Sena, Arielson Tavares and Beatriz Gama Rodrigues, in The use of mind maps in the linguistic literacy of a student with autism spectrum disorder, present the results of a case study with a student with ASD and conclude that the use of mind maps can provide a more attractive, dynamic and inclusive study, especially for students with



autism spectrum disorder. In Biology students' discourses on alterization processes in science from the anime fullmetal alchemist: brotherhood, José Eduardo Andrade Neto, Alicia Santos Vieira, Juliane Santos Oliveira, and Lia Midori Meyer Nascimento conclude that the anime, despite some limitations, contributed to mobilizing ideas related to Ethnic-Racial Education (ERER) and understanding of race theories, alterization processes, alterocide, and alterophobia. The article by Andreza Vidal Bezerra, Adenize Queiroz de Farias, and Jackeline Susann Souza da Silva, entitled Narratives of women students with disabilities about learning in higher education, carries out an analysis of the narratives about learning conditions in higher education of women with disabilities from the Northeast. The results indicate that learning depends on different circumstances, especially the elimination of attitudinal barriers related to teachers' expectations about the ability of students with disabilities to learn and practice the profession acquired during university training. Claudia Letícia Moura Prates, Cristiane Mendes Netto and Maria Celeste Reis Fernandes de Souza discuss Digital Information and Communication Technologies (DICTs) in higher education and the opening up of distance education in undergraduate courses in the article Experiences in virtual learning environments: an analysis with law students in Montes Claros/MG. On the overrepresentation of man in the production of academic knowledge: reflections on antiblackness and neoliberalism in higher education – reading with Sylvia Wynter, Éllen Daiane Cintra and Catia Piccolo Viero-Devechi set out to understand how the production of knowledge through language has corroborated and fed back into antinegritude. In Digital social media platforms and algorithms: changes in the social practices of elementary school students, Fernanda Beatriz Ferreira de Macedo and Martha Kaschny Borges conclude that the consequences of algorithms, which are often opaque, urgently need to be put on the agenda in school spaces, debated and discussed by all those involved in the school community (students, teachers, parents and teaching staff). In Perceptions of undergraduates in biological sciences on teaching strategies in environmental education, Orcione Aparecida Vieira Pereira analyzes undergraduates' portfolios to identify environmental education strategies. Elzanir dos Santos and Idelsuite de Sousa Lima, in Teacher training in pedagogy PPCS: the (non) place of early childhood education, point to the urgent need to redesign initial teacher training for the early childhood education stage in the universities studied. The article "Innovating is necessary": educational changes and the need for innovation in brazilian higher education, by Andreza Barboza, Maria José da Silva Fernandes, Thiago Borges de Aguiar and Renata Helena Pin Pucci, aims to understand the use of the term innovation in Brazilian higher

education. In *Enhancing learning in school and research in education: the premise of cultural intelligence*, Adriana Fernandes Coimbra Marigo and Roseli Rodrigues de Mello point out the possibilities of adopting the concept of cultural intelligence as a theoretical-methodological premise for achieving educational success in school and conducting research with social impact. Marcia Torres Neri Soares, Izabel Cristina Lima Dias Alves, Patrícia de Sena Araújo and Thaiana Ferreira dos Santos, in *Academic productions in higher education and dialogues with basic education: contributions of a professional master's degree*, discuss the articulation between basic and higher education in the light of academic productions from a professional master's degree, specifically at the intersection with basic education under different strands of professional activity. In *Teaching (trans)forming in a pandemic period: perceptions of students in a graduate program in education*, Emanoela Thereza Marques de Mendonça Glatz, Solange Franci Raimundo Yaegashi, Juan Carlos Sánchez-Huete and Terezinha Oliveira explore the perceptions of students in a postgraduate program in education (PPGE) at a state university in the south of the country about the importance of the relationship between supervisor and postgraduate student during the pandemic period. The article *Pedagogical repertoire in the use of digital technologies: contributions to initial training of mathematics undergraduates*, by Tanise Paula Novello and Fernanda Fátima Coffferri, sought to analyze the understanding of mathematics undergraduates about the use of digital technologies in their initial training. Finally, the essay entitled *The relationship between the role of popular education and participatory design applied to technical assistance for social interest housing (ATHIS)*, by Allyneanhy Gade Nunes Alves Oliveira, reflects on popular education and participatory design in the context of technical assistance in architecture, emphasizing aspects related to participatory and collaborative methods.

To complete the information in our first issue, we would like to inform you that the images on our cover are by the artist Cesar Wilson Coelho Gomes and were part of the exhibition *Silent City* at the Niterói Museum of Contemporary Art, whom we would like to thank for providing them for this issue. Our magazine is certainly more attractive with your art, Cesar Wilson Coelho Gomes. Thank you very much!

Finally, we would like to inform you that *Revista Inter-Ação* will complete 50 years old in 2025, and we are preparing a special dossier to be published soon, as well as other news for the coming months. Besides that, our best celebration is for you to read, share, and use our articles in your reflections and writings. Join us in this celebration! Enjoy reading!

Miriam Fábila Alves  
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