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## FORMAÇÃO E TRABALHO DOCENTE: DESAFIOS E PERSPECTIVAS

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## TRAINING AND TEACHING WORK: CHALLENGES AND PERSPECTIVES

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## FORMACIÓN Y TRABAJO DOCENTE: DESAFÍOS Y PERSPECTIVAS

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It is with great satisfaction that we present volume 4, number 1 of the International Journal of Higher Education - RIESup, whose theme is Training and Teaching Work: challenges and perspectives. On our cover we have the image of the University of Salamanca (Spain), which this year will be 800 years old. In the next editions we will continue with the image until the end of the 2018 editions.

In this issue we have ten articles, an experience report, and a book review.

Opening the article session, Shirlei Rezende Sales and Rafaela Esteves Godinho Leal discusses *Innovative pedagogical practices in teacher education: cyborgization of the pedagogy course curriculum*. For the authors, both children and young people are increasingly connected to the cyberspace, a cyborg generation. To meet the needs of this generation, it is claimed, among other things, that the future teacher should be prepared to teach subjects relevant to present generation. The debate is due to a cyborgization of teacher training. For Sales and Leal, future teachers must be motivated through their own academic and pedagogical training to insert digital technologies in the schools.

In the sequence, Giselle Martins dos Santos Ferreira, Rejane Cunha Freitas, Laélia Carmelita Portela Moreira, in their paper entitled *Innovation, ICT and teaching: practices and conceptions of teachers in a private higher education institution (HEI)*, present an excerpt of a case study that aimed to examine teaching concepts and practices with ICTs in a private institution of Higher Education. According to the authors, the results of the study suggest two extremes of pedagogical actions: at one, there was the use of artifacts as an effective innovation for the teaching practice of knowledge transmission. The justification for this action was based on arguments such as "lack of time", "lack of specific training" and "solution" that characterizes some actions and institutional demands related to ICTs. At the other extreme, there was evidence of practices that suggest commitment to students, to the teaching work and the institution itself. The authors suggest that the results analyzed only

reiterate the greater need for empirical studies to avoid generic discourses and mainly the blaming of the teacher.

Fernanda Geremias Leal, Luciane Stallivieri and Mário César Barreto Moraes analyze *Internationalization indicators: what do Academic Rankings measure?* The purpose of this article was to analyze the main international and national academic rankings, focusing on indicators related to the internationalization of higher education. According to the authors, the creation of global academic rankings and the inclusion of internationalization indicators in these tools, have significantly influenced university and government policies. The study indicates that in the absence of qualitative and contextualized analyzes, with explicit indicators and weights, the rankings end up not contemplating the totality of the objectives and missions of the universities.

In the sequence, Daniela Pederiva Pensin presents a paper which has as object *the constitution of the higher education professor based on Foucault's epistemology. Institutional Pedagogical Projects of nine universities in the State of Rio Grande do Sul* were analyzed. The debate was organized in two sections: the first presented the constitution of the university professor from a historical perspective; the second section brought the understanding that the professor is constituted through the practices of his personal teaching which operates through agency service. According to the author, the research result showed that the university professors of the institutions investigated are constituted in the process and mobilize the idea of making the student capable to contribute to society in at least three dimensions: (1) in the market dimension, (2) in the knowledge and technology dimension, (3) and in the humanizing dimension.

The article Ione Ribeiro Valle, entitled *A concept reinterpreted throughout the century: from the individualist intellectual of Durkheim to the collective intellectual of Bourdieu*, contributes to the debate about intellectuals in the perspectives of two sociologists, distant from each other about a century: Émile Durkheim (1858-1917) and Pierre Bourdieu (1930-2002). According to Valle, Durkheim advocates the relationship between an “individualistic morality” and the role of the intellectual, while Bourdieu focuses on the need to “reinvent a kind of collective intellectual according to the model of what the encyclopedists were”. In the discussion presented by the author, the ideas of these thinkers offer reading keys that inspire the development of a historical sociology focused on education in Brazilian social thought.

Maurício Silva discusses the *Popular University in Brazil and ethnic-racial relations: the case of the University of International Integration of Afro-Brazilian Lusophony (UNILAB)* with the aim of analyzing how the so-called popular universities are configured in contemporary Brazil and how ethnic-racial issues are inserted in these higher education institutions, especially linked

to the higher education process. The research had as locus the University of International Integration of Afro-Brazilian Lusophony (UNILAB).

*Internationalization process of higher education and academic mobility: implications for Brazilian university management* is the paper written by Luiza Amália Franklin, Débora Carneiro Zuin, and Magnus Emmendoerfer with the objectives of understanding the internationalization process and discussing the implications of this phenomenon to Brazilian university management. To this purpose, a survey was carried out on the internationalization of higher education and university management in the Brazilian context. According to the authors, it was possible to verify the financial, technological, cultural, and social implications of this process not only in university management, but also in society in general. The investigation showed that the internationalization of higher education is marked by a passive performance which focuses on mobility and reduces the benefits of institutional openness.

Thainara Cristina de Castro Ariovaldo, Cláudio Marques Martins Nogueira are the authors of the article entitled *The new form of access to public higher education: a state of knowledge about the Unified Selection System – SiSU*. The paper took as object the set of works related to this theme registered in the database CAPES theses and dissertations. Sixteen studies were selected based on the registration forms, abstracts, introductions, and conclusions presented in the chosen texts. After completing this stage, the authors traced an overview of contemporary Brazilian scientific production on SiSU, at postgraduate programs, identifying trends, and convergent and divergent results on this problematic theme.

In the sequence we will have a debate on *The European space of higher education and European citizenship* written by Elisabete Monteiro de Aguiar Pereira and Rogério Duarte Fernandes dos Passos. The authors analyze the background and the trajectory of the construction of the European Space of Higher Education - EEES -, pointing out that the idea of its organization predates the Bologna Process, although this was its most well-known face. The article discusses this issue which was based on the search for a new idea of European citizenship. The milestones brought to this study were of political, legal and educational repercussion, idealizing a concept of an enlarged Europe in a globalized world, contributing to the allocation and development of European citizenship, having a European university with harmonization of structure, curriculum, time, credits and training levels.

Pedro Duarte and Fernando Diogo are the authors of the text *A higher education institution in teacher education: a metaphor built from the inside*. The purpose of the paper was to give an external view of the Higher Education Institution for Teacher Education. Thirty two surveys were analyzed to verify the possibility of constructing an explanatory metaphor, based on the perspective of the respondents. Taking into consideration the number of elements in the sample

and the data collection instrument, the methodology of analysis was essentially supported by the quantitative analysis.

In the section Experience Report, Thaís Branquinho Oliveira Fragelli presents a debate about *Gamification as a process of changing the teaching and learning style in higher education*. The present work reports the experience of the use of gamification in three classes from different periods of the undergraduate course in Physiotherapy, in an attempt, according to the author, to bring the student closer to the content, motivate the learning and make the environment of the classroom more attractive to the student. In the methodological procedures, questionnaires were applied so that the student could evaluate the experience lived in this context. As result, Fragelli stated that the evaluation carried out by the students was related to reports of greater motivation, and the awakening of interest for a deeper study of the content.

The book review of Altair Alberto Fávero and Bianca Possel was about the book entitled *The ICTs in the Labyrinths of Educational Practice* written by Arnaldo Nogaro and Elisabete Cerutti, professors at the Integrated Regional University of Alto Rio Uruguay and the Missions (URI), campus of Frederico Westphalen in Rio Grande do Sul. The book was published in 2016 by the Publisher CRV, Curitiba. Worth checking out.

Before concluding, we would like to emphasize that the next issue of RIESup will be bilingual, the published texts will be translated into English. Participate!!!

Thus, we wish an excellent reading to all researchers interested in this theme.

Campinas, January 2018.

#### About the editors

**Maria de Lourdes Pinto de Almeida**

E-mail: [malu04@gmail.com](mailto:malu04@gmail.com) / ORCID: <http://orcid.org/0000-0001-8515-2908>

West Santa Catarina University [UNOESC]

PhD in Education from the State University of Campinas [UNICAMP]

Associate Editor of the International Journal of Higher Education

**José Camilo dos Santos Filho**

E-mail: [jcamilosantos@gmail.com](mailto:jcamilosantos@gmail.com) / ORCID: <http://orcid.org/0000-0002-4183-0460>

Collaborating Professor at the Faculty of Education at UNICAMP. Scientific Editor of the

International Journal of Higher Education. PhD in Education [University of Southern

California [USC/Estados Unidos].

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