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**HIGHER EDUCATION POLICIES IN LATIM AMERICA**

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POLÍTICAS DE EDUCAÇÃO SUPERIOR NA AMÉRICA LATINA

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Dear Readers,

It is with great pleasure that we edit our volume 4, number 2, referring to May / August 2018 of our “**Revista Internacional de Educação Superior**”. We would like to emphasize that as of this edition this scientific journal publishes bilingually all its texts.

In this issue the thematic axis is the discussion of “*Policies of Higher Education in Latin America*”. We have nine articles, one essay, two texts on research, a review and an interview.

Opening the section of **ARTICLES** we have Adolfo Ignacio Calderon, Carmen Barrera Rosado, Carlos Marshal França and Marco Wandercil who offer us an extremely pertinent discussion in this time of crisis in Latin America, titled *Teacher evaluation: conceptions, uses and types from experiences of universities in Mexico and Brazil*.

The text deals, within the field of comparative education, with the processes and instruments of teacher evaluation adapted in the universities of Mexico and Brazil, with the objective of identifying and analyzing the conceptions, uses and types of teacher evaluation prevalent within the scope of university management. The authors used as a research study a public university, the Autonomous University of Yucatán (UADY), Mexico, and a private university in Brazil, Pontificia Universidade Católica de Campinas (PUC-Campinas). The methodology used was that of a study compared to analytical-interpretative procedures that had as a basis three categories: (1) objectives of teacher evaluation, (2) administration and uses of teacher evaluation, (3) procedures and instruments of teacher evaluation. According to the authors, the results reveal the existence of conceptions and typologies based on the different theoretical matrices of evaluation, the high stake and the low stake, which broaden the understanding about the practice of teacher assessment and its possibilities, emphasizing some trends about the uses of results, both for institutional management as for attending the national evaluation systems.

Following this, we will bring an article on the *Analysis of the formative emphases of professional masters for mathematics teachers*, by Ana Leticia Losano and Dario Fiorentini. This debate aims to describe and analyze the ways in which the subject of the training and the formative emphases of four professional master's degree courses for mathematics teachers in the state of São Paulo are conceived. The methodology used to carry out the research that gave base to the text was the qualitative one, besides documentary analysis of several official documents produced and made available by the four courses. The results, according to the authors, show that, although they are intended for mathematics teachers, the four courses consider the teacher-masters in different ways and privilege different knowledge and learning. In this way, the four courses establish different levels of articulation between the training activities organized within the master's degree and the teaching practice in the schools of the teachers-masters.

Discussing the *undergraduate courses in special education and emerging contexts*, Marilene Gabriel Dalla Corte and Gabriela Barichello Mello address in this text the policies of Higher Education in the special education degree courses. The objective is to understand the interrelation of Higher Education policies with the emerging contexts in the Undergraduate-Full Special Education courses of the Federal University of Santa Maria. The methodology used for the analysis of the data was the qualitative, of the case study type, which counted, for building the data, with a mixed online questionnaire, besides documentary analysis. The results, according to the authors, point to the configuration and understanding of emerging contexts in Higher Education recognizing challenges and other ways of organizing higher education institutions.

Alisson Slider of the Birth of Paula, Frederico Jorge Ferreira Costa and Kátia Regina Rodrigues Lima will provide us with a discussion on *conditionality of the evaluating state and its implications in the evaluation and commercialized expansion of Brazilian higher education*. The text analyzes the conditionalities of the rationale of the evaluating State for the evaluation of Brazilian higher education. For the authors, this discussion becomes relevant since the private / commercial sector has gained space in the state sector, since the State conditions in its own procedurally the accountability mechanisms of the international market. It is a theoretical study of bibliographical and documentary, with qualitative approach of research. It was considered that in the logic of large-scale evaluation, its results are eventually used to establish rankings among institutions, cities, states and countries. In the scope of higher education, this evaluation process gives direct emphasis to teaching, overvaluing it to the detriment of research and extension. Worth checking out!

In the sequence we will have an article by José Bonifácio Alves da Silva and José Licínio Backes on *The curriculum of a Degree in History and the representations of*

*ethnic-racial identities: tensions, maintenance and ambivalences.* In this article, in which white hegemony and Eurocentrism are discussed, representations of black, indigenous and white are analyzed in the curriculum of a Degree in History. According to the authors, the curriculum is always related to representations of ethnic-racial identities and, as ethnic-racial studies have shown, systematically it contributes to reproduce the hegemonic representations, reinforcing the racial hierarchies built in the colonial period. For this research to be carried out, the pedagogical project of the course was examined, observations of classes inspired by ethnography were made, and semi-structured interviews with students of the course were done. For the authors, the results showed that the black and indigenous differences need to be more visible and that the place of whiteness should be systematically questioned in order to challenge the stereotyped understandings that circulate around the Degree in History. The debate is more than relevant for an analysis on what we are experiencing at this historical moment in Brazil and Latin America, where the discourse of intolerance is present at all levels.

Franciele Santos de Lima and Nadir Zago bring an article on the *Conceptual challenges and trends of higher education evasion: the reality of a community university*, where enrollment in Brazilian higher education has doubled in the last decade, however, statistics show that less than half of the students can complete the course in the regular term. The text aims to understand how the phenomenon of evasion in community institutions is configured. The time cut for this research was from 2005 to 2014 at a community university in the western region of Santa Catarina. The authors highlight the results obtained: 1) there is no consensus about the concept of avoidance, in many cases this is associated with other situations such as student mobility. 2) In the institution surveyed, in 10 years, the number of exits (36,250) was higher than that of registered entries (25,506). 3) In general, the institution operates with 5 forms of exit or modalities of evasion: LOA (leave of absence), cancellation, drop-out and internal and external transfers, in most of them, according to the authors, there was a decrease in the number of cases in the analyzed period, in average -56%, except cancellations, which showed an increase of 73%. This research was of general interest, due to the world economic crisis and its impacts, especially in the field of Higher Education, whether public or private, and now also affecting the Brazilian Community Universities.

Following, we have a debate of the *Conceptions of university professors on pedagogical innovation* brought by Raul Araújo and Rosalie Belian. The research had as a guiding problem the following question: What is meant by innovative pedagogical practice in higher education? A descriptive study was carried out with a qualitative approach, with 206 teachers from the Federal University of Pernambuco as subjects. Data analysis was based on the Collective Subject Discourse technique. According to the authors, it was observed that in this institution there is a traced path for pedagogical innovation in

higher education, which needs to be strengthened and always discussed by all who participate in the teaching and learning process, believing in continuity and permanent innovation.

Patricia Vieira-Duarte will discuss the *New formats of convergences in higher education: research in binational cities of Conesul Latin America*. This article presents a study on policies of democratization and internationalization of Higher Education in the boundary cities of Brazil, Argentina and Uruguay; more precisely, "binational cities" where there is evidence of international and subnational logics in the treatment of problems related to access and performance at that level. This research was developed in a program of Postdoctoral Studies. According to the author, the objectives were: to describe the policy of democratization of Higher Education in the binational border cities of South America; comparing national educational policy discourses (and bilateral agreements) with the interpretation of local actors in border contexts; provide material for methodological reflection on research in education, internationalization, democratization and citizenship in border contexts. In order to achieve these objectives, the methodology used was the analysis of official documents, interviews and focus groups with the actors involved in some relevant experiences of Higher Education in the border cities with university educational offer.

Adolfo Ramos Lamar and Eduardo Francisco Roach will present an article on *The epistemological turn in the Agrarian University of Havana (UNAH), Cuba*. According to the authors, the epistemology articulated to Higher Agricultural Education in Cuba before 1990 takes action in agrarian policy, in scientific and technological politics, and obviously in higher education policy. The objective of this work is to address how the Teacher's Scientific Complex Agrarian University of Habana (UNAH) understands an Epistemology in harmony with the direction of agrarian politics. An indicator of this epistemological turn is the conceptions of science and technology emerging from the redrawing of plans and career programs of agricultural sciences. In this sense, according to the authors, a positive scenario arises for this premise, as well as it is no less certain that a critical mass of teachers already exists in our academic field whose research papers and their teaching work announce the need for this epistemological turn, in this historical context described.

In the section called **RESEARCH** we have the text of Fábio Thomaz Melo on *The strategies used in the teaching/learning process: conceptions of students and teachers of Physical Education* that aims to investigate the most significant teaching/learning strategies from the conceptions of students and teachers of Physical Education. The research had as subjects 7 (seven) teachers and 180 (one hundred and eighty) undergraduate students of Bachelor's degree in Physical Education. The methodology

used was the statistical analysis, and the data was processed and analyzed through the Microsoft Office Excel®2016 program. According to the author, the most significant strategies, both for undergraduates and for teachers, are the diversified classes (theory and practice), where the teaching strategies most used by the teachers of the institution for the student audience, are theoretical classes while for teachers are practical classes.

In the sequence, still in the **RESEARCH** section, we have a *comparative study between the masters in arts: a look from Brazil and Argentina*, whose author is Jacks Ricardo Selistre. In view of this theme, the author proposes to carry out a comparative study focusing on the educational policies that influenced and influence the arts courses in these two countries. The objective is to research how the teaching has developed in this course in both countries, focusing on public policies for higher education with a focus on gender and sexuality issues that are constantly being pursued by critical discourses based on authoritarian and conservative political forces that are taking space in recent years. According to the author, the fascist policies we are confronting endanger the freedoms of citizens. The author questions the autonomy and freedom of the teacher in the classroom, since we are almost losing them, in this antidemocratic historical context that we are living throughout Latin America.

In the **INTERVIEW** section we have Prof. Jussi Välimaa, *with college education in Finland*, who was interviewed by Bernardo Sfredo Miorando, whose motto of discussion matched the theme *university and collegiality in times of globalization*. In this dialogue, Professor Jussi Välimaa talks about various aspects of Finnish higher education, such as the historical traits that shaped it, the current scene of higher education research in Finland, the internationalization of higher education and the foundations of collegiate academic culture.

In the **ESSAY** section, the authors Adilson Cristiano Habowski, Elaine Conte and Lilian Soares Alves Branco discuss *The institutionalized violence by the cultural industry: educational debates*. The methodology used for this investigation was the hermeneutic approach, where the authors interpreted the series Game of Thrones as a possibility to establish a counterpoint to the complex dynamics of physical violence in the social arena, inserted in this historical context of contemporary life. The results indicate that, according to the authors, it is necessary to take into account the institutionalized way in which education is concretized as the appropriation of knowledge of the cultural industry, to overcome the truisms and banalities of the world and to establish less oppressive educational dialogues, coordinating social projects against the recurrence or perpetuation of marketed violence and other types of barbarism at school.



The **REVIEW** of this issue was about the work *Epistemologies of university teaching*, a collection organized by Altair Favero and Carina Tonieto. The author of the text, Francieli Nunes da Rosa analyzes the book highlighting its relevance to the debate on Higher Education.

Well ... without further delays, we wish dear readers a journey through the texts presented in the different sections, with vows of a profitable landing to this reality so hard to understand and accept, both in Brazil and in several countries in Latin America.

Campinas, April of 2018.

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### 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>

Universidade do Oeste de Santa Catarina – Brasil

PhD in Educação Universidade Estadual de Campinas [UNICAMP].

*José Camilo dos Santos Filho*

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

Universidade Estadual de Campinas – Brasil

PhD in Education [University of Southern California [USC/Estados Unidos].