



## POLÍTICAS, PROCESSOS FORMATIVOS E TICS NA EDUCAÇÃO SUPERIOR

POLICIES, TRAINING PROCESSES AND TICS IN HIGHER EDUCATION  
POLÍTICAS, PROCEDIMIENTOS FORMATIVOS Y TICS EM LA EDUCACIÓN SUPERIOR

Dear Readers,

We are overjoyed with the closing of another issue that completes the 2018 collection (**volume 4, number 3, Sept./Dec.**), having proven that the adoption of bilingualism in the journal has worked very well as a new policy for 2018. We have practically 100% of the papers in both English and Portuguese language. The theme of this last issue of 2018 is: "*Policies, formative processes and ICTs in higher education*".

Another initiative that we have adopted since 2017 is the advanced publication, or Ahead of Print [AOP], which managed to trigger and accelerate the evaluation process with speed and publication of the issues before the expected deadline, anticipating about 3 months the deadline for/of publication.

This issue will feature 12 articles, 1 interview, and 2 book reviews.

Opening the "**Articles**" section, we have as our first collaboration, the text entitled "*Pedagogical windmills: a methodological proposal for distance learning of undergraduate courses at a Community Higher Education Institution*", written by Greice Scremin, Eliane Aparecida Galvão dos Santos, and Elisiane Machado Lunardi. For the authors, there is a great need to rethink the training of professionals who teach distance learning undergraduate courses. The text intends to present and discuss a methodological proposal built in a communitarian and confessional Higher Education Institution. The research method is qualitative, bibliographic, and documental. The proposal is based on the principles of dialogical relationship, which was denominated by the authors as Pedagogical Wind Chimes, completely articulated in nuclei, thematic modules and learning units. In the work developed, it became clear that the issue of teaching and methodological innovations needs to be transformed, but, for this accomplishment, it is necessary the engagement of the institutional management, investing in the valorization of change, in infrastructure and in the training of teachers.

The paper "*Learning to teach: Pibid's contributions to initial teacher training*", written by Robson Olivino Paim and Rosa Elisabete Militz Wypczynski Martins focuses on learning from/for teaching constituted in the context of two subprojects of the Institutional Program of

Initiation to Teaching (Pibid), developed by undergraduate courses in Geography of two public institutions of higher education located in southern Brazil. The subjects of the investigation were 21 scholarship students from the two subprojects (in a universe of 27). As a result, the authors conclude that, as one of the aspects of the National Policy for Teacher Training for Basic Education, Pibid is extremely important for education since it allows the construction and mobilization of learning and knowledge about teaching in four guiding axes: (1) the school context; (2) the teaching work; (3) the school and the student; and (4) the profession and the professional development of teachers.

Caroline Costa Nunes Lima, Felipe Silva Ponte Carvalho and Dilton Ribeiro Couto Junior, discuss in their text, entitled "*Emotional language in online teaching practice: everyday educational implications*", investigate the theoretical and practical implications of emotional language in online teaching. Online teachers were invited to share experience reports focusing on their work developed daily in virtual learning environments (VLE). According to the authors, the investigation indicated the need to (re)think the role of the online teacher in cyber culture and the use of emotional language as a mediator in VLEs, with the intention of strengthening the interpersonal relationships built in this space. The study needs to be revisited.

Sherlon Cristina De Bastiani and Joviles Vitório Trevisol analyze "*The expansion of in-class higher education in Santa Catarina (1990-2016)*" in the in-class undergraduate courses in Santa Catarina. Through a historical retrospective, they intend to demonstrate how this modality has evolved over the years. The study is developed in the period between August 2015 and July 2017. The research is quantitative, bibliographic, and documental. The quantitative data were obtained from the INEP database "tables", information from IBGE, consultation of the electronic addresses of the higher education institutions surveyed, and through requests for information via electronic mail. From the results obtained, the authors noticed that the expansion of higher education in Santa Catarina occurred, initially, through private educational foundations which also contributed to a predominance of private higher education institutions in the state. The authors state that from a total of higher education institutions in 2016, 94% were private (profit and non-profit), a sector that accounted in that year for 68.2% of in-class undergraduate enrollments.

In the fifth article, "*Active Technological Learning*," Bruno Leite describes another learning paradigm, known as Active Technological Learning (ATA), which is supported by the combined use of digital technologies and active methodologies. This discussion is the result of qualitative research that sought to understand the phenomena within their context, discovering links between concepts, as well as determining characteristics of the active technological learning model. To Leite, the results indicate that the proposed model can help to reflect on the use of ICT articulated with active methodologies, meeting the needs of a digital and active education, centered on the student, proposing some guidelines for its use in the teaching of chemistry.

In the paper "*Useful applications - a teaching process: learning applied to the needs of everyday life*", Adriana da Silva Jacinto, Alice Nardoni Marteli, João Gabriel Dias Pires and Jaqueline

da Silva Jacinto state that even though we live in a 21st century educational context, it is notorious that the most varied teaching and learning difficulties still exist. The problem lies, then, according to the authors, in how to develop and apply new pedagogical strategies, so that the student feel committed to his teaching-learning process. The proposal is to carry out a teaching-learning process that unites the use of smartphones, application programming, and critical thinking about the problems that the student sees in his daily life. This proposal was applied to undergraduate students of the Database Technology course. Among the results obtained, there was the development of a collaborative application to help the risk management of hydro-meteorological environmental disasters.

Luiza Helena Dalpiaz presents a debate on "*Training the researcher and multi-referentiality: emerging issues*", whose objective is to present elements that particularize the experience in the post-graduation strictu sensu (academic master's degree), considering the multi-referentiality as an epistemological perspective for knowledge production. According to the author, the method is a spiral path, in which the subject that produces knowledge formulates a singular question that questions the respective field of knowledge by means of a methodology for the construction of the research problem. To Dalpiaz, multi-referentiality indicates possibilities to (re)articulate fields and subjects, know-how and knowledge which are commonly dissociated or mutually excluded. It is worth checking out, especially for those researchers who are on the stricto floor in the field of education.

In the eighth article of this issue, "*The change of space and time categories in complex societies and its implications in the formative process in higher education*", Marcio Giusti Trevisol and Altair Alberto Fávero problematize how the changes of space and time categories in complex societies have influenced the formative processes in higher education. For the authors, the changes in the categories of time and space are one of the hallmarks of complex societies which favor the consolidation of a productive model and a social organization that excels in speed, productivity, efficiency, and flexibility. The guiding question of the debate was what are the influences and implications of this process for Higher Education? The research carried out was exploratory in nature, with a theoretical-bibliographical approach that talks to authors such as Giddens, Sennett, Ricardo Antunes, and Martha Nussbaum. For Trevisol and Fávero, the change in the categories of space and time in complex societies has influenced the organization of higher education by introducing a productivist market logic of flexibilization and reduction of formative time. Based on this result, the authors emphasize the need for the university to rethink and redefine not only its role, but also its mission in face of the homogenizing discourse of the capitalist market with the Neoliberal State as its regulator.

Discussing the problem of evaluation, Fabrício Oliveira da Silva, Marinalva Lopes Ribeiro and Lucile Ruth de Menezes Almeida, in their article "*Evaluation 'is the ball spinning in the wheel': reflections on evaluative practices at the university*", reflect on how collaborative action research constitutes a space for dialogue and reflection on educational and evaluative practices at the university. The subjects involved were professors from different areas of a public university in the state of Bahia, who regularly discuss their pedagogical practices in the teaching contexts where they work. The methodology that guided the research was based on the analysis

of teachers' narratives produced in the form of oral reports during a research group meeting. Based on the results, it became evident that most teachers conceive the evaluation of learning as a process focused on measurement, whose concern is with the existence of a grade as a reflection of learning.

In their research study entitled "*Phases of submission of the process of recognition of higher education courses: the case of the Farroupilha Federal Institute*", Antônio Carlos Minussi Righes, Mônica de Souza Trevisan, Rosane Carneiro Sarturi, and Marilene Gabriel Dalla Corte analyze the process of course recognition. The purpose of the study was to identify the submission phases related to the process of course recognition, taking as object of reflection the courses in Public Management of the Farroupilha Federal Institute regarding the norms of the e-MEC platform. The research was conducted as a case study with semi-structured interviews. As results, the authors emphasize that the programs implemented by MEC, at each propitious moment, brought positive contributions according to the context of the time of their validity, carried out in a process of transparency for the continuous improvement of the process. The authors state that, as in every pedagogical process, obstacles were also cited, such as the difficulty of inserting data in the e-MEC platform and the rigidity of the process related to the deadlines of each phase.

The study of "*The presence of Paulo Freire's thought in a teacher training course in Brazil and Portugal*" is the contribution of Ruth Pavan for this issue of our journal. The article is the result of a post-doctoral research carried out in two universities, one in Brazil and the other in Portugal, both with teacher training courses. The objective of the study was to analyze the presence of Paulo Freire's thought in teacher training courses. The subjects were students selected for the research and the data collection instrument was a questionnaire. Pavan highlights that as a result the plurality of comprehensions expressed in the answers demonstrates that, on the one hand, there is fragility in the discussion of the author's work, but, on the other hand, there are countless possibilities for the presence of Freire's thought in teacher training courses, reinterpreting the pertinence and potentiality of his thought for education.

Closing the "Articles" section with a golden key, Lara Carlette Thiengo, Lucídio Bianchetti and Cezar Luiz De Mari discussed "The obsession for excellence: world-class universities in Brazil", a theme researched by Lara Thiengo in her doctoral dissertation. The objective of the investigation was to analyze the approach/convergence of Brazilian higher education to the global trend of World Class University' or University of Excellence/World Class from the delineation of policies, programs and Institutional Development Plans (IDPs) of Higher Education Institutions (HEI), starting in the decade of 2000. The research was bibliographic and documental, considering the understanding of the historical and social totality, with its structural and conjunctural conditions. One of the results for the authors was that, if on one hand the commodification of higher education reaches exponential levels, with the concentration of private HEIs in the hands of national and international financial groups, the initiatives towards the promotion of 'World Class' status. Given this picture, it is evident that Brazil is also enrolled in the 'race for excellence', especially in terms of internationalization and induction of strategic areas,

For the "**Interview**" section in *the International Journal of Higher Education* we have Dr. João dos Reis da Silva Júnior, professor at the Federal University of São Carlos in São Carlos city, SP.

In the "**Book Review**" section, we have two texts presented. The first one is written by Thales Fellipe Guill with a review of the book *"Higher education: a worldwide inventory of research centers, academic programs, and journals and publications"*, published by Lemmens (Germany) in 2014, written by several collaborators. Next, Aline Bettiolo dos Santos, presented a review of the book of Pierre Dardot and Christian Laval on *"The New Reason for the World: Essay on Neoliberal Society"*, published by Boitempo in 2016.

Reiterating our satisfaction in having another issue of RIESup on the air, we invite everyone to browse through the texts, wishing you a fruitful reading. At the same time, we wish you all that in 2019 we can count on your collaboration for new issues and unpublished texts to compose new numbers.

Enjoy your reading!

Maria de Lourdes Pinto de Almeida   
José Camilo dos Santos Filho   
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Executive Technical Editor

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