

Internationalization of Higher Education



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It is with great pleasure that we present volume 06 (six) of our International Education Magazine - RIESup, year 2020. We have 24 (twenty-four) articles, 03 (three) reviews, 13 (thirteen) research reports and 05 (five) experience reports.

Opening the “Articles” section, we have Claudia Regina Baukat Silveira Moreira and Paulo Vinícius Baptista da Silva debating “Do affirmative actions make a difference? An analysis of the profiles of those who passed the UFPR entrance exam (2013-2017)”. The authors analyze the impacts of Law No. 12,711/2012 on the profiles of those who passed the entrance exam of the Federal University of Paraná between 2013 and 2017, based on the comparison with the Social and Racial Inclusion Goals Plan implemented by the institution since 2005. The microdata of the socio-educational questionnaires made available by the UFPR Competition Center were analyzed, in addition to the profiles of those enrolled between 2005 and 2012. As a result, the authors state that although the Quota Law was secondary to the racial issue, in the case of UFPR it was more effective in inclusion of Black, Brown and Indian people than the previous Goals Plan.

Adilson Luiz Tiecher, Danielle da Motta Fialho and Romilda Teodora Ens, then address “Teacher training for higher education at national events (2014-2016)”, a topic of extreme relevance in this scenario of concern with Basic Education, resulting from the guidelines of political and economic aspects of multilateral organizations to which Latin American countries are subject. The objective was to analyze, through the “State of the Art”, the scientific production that focuses on the training of teachers for Higher Education in five events in the area of Education in Brazil (ANPAE 2015, ANPEd 2015, ANPEd SUL 2014 and 2016, and EDUCERE 2015). Based on this data survey, the authors of the research made a reflection having as theoretical contributions researchers of the theme, as well as legal documents, such as LDB (1996) and PNE (2014), (among others). According to the authors, the results indicate that teacher training should enable training that prepares them to carry out critical and reflective analyzes of their practice and the context in which they work (Higher Education).

Glauca Muñoz dos Reis and Maria de Fátima Ramos de Andrade present us “Informal partnerships and the professional development of teachers in higher education”, whose aim was to analyze how these, in the context of the university, collaborate in the professional development of teachers. The authors carried out a qualitative study through the application of semi-structured interviews with nine teachers in the Pedagogy course at four universities. Based on the qualitative data collected, the researchers found that informal and affinity partnerships have had a major influence on personal and professional development, bringing material and immaterial exchanges, new ways of working, and new perspectives from the perception of the teaching partner.

Continuing the discussion of the theme of internationalization at La Salle University, Silvia Adriana da Silva Soares, Evaldo Luis Pauly and Paulo Fossatti, analyze the role of the “secretaries of stricto sensu graduate programs and their relationship with internationalization”. The article aims to analyze the importance of the development of competencies of the secretaries of the stricto sensu Postgraduate Program focused on internationalization, in particular the domain of the foreign language. As a result of this investigation, the authors recommended that Higher Education Institutions turn their eyes to the secretariats, investing in training, to prepare the personnel who are already part of their staff to serve foreign visitors, supplying what is necessary for the mastery of the foreign language.

Next, Pedro Luis Saraiva Barbosa, Roberta da Silva and Rafaella Alves de Sousa discuss the "Understanding of the use of drawings in the teaching-learning process for students of the computerization course", the result of a Project developed within the Federal Institute of Education, Science and Technology of Ceará (IFCE)-Cedro Campus, called “InformatizAção”, which offers a specific course for the female audience in the area of basic informatics and also the digital inclusion of these women. The target audience of the course are women over the age of 40, who are at a time of digital vulnerability and who live in the city of Cedro-CE. This text is the result of a research that aimed to understand how the use of drawings - in a process of abstraction of contents in the discipline of Informatics - can help in the teaching-learning of women participating in the extension course. It is worth checking out!

Juliane Ines Di Francesco Kich offers us an article on “Blended learning in practice: the case of the Higher Administration Course at the Santa Catarina Estácio University Center”, which aimed to analyze the implementation of Blended Learning in the face-to-face undergraduate course in Administration, from the Santa Catarina Estácio University Center, carried out by the inverted classroom method, based on the perception of its students, teachers and managers, in the first academic semester of 2018. For the author, the results show that students have quite different opinions as to the application of the new teaching method, some showing themselves favorable and others completely against, while the teachers, although resistant to the change in principle, believe more in the effectiveness of the new method. In addition, it is noted, according to Juliane, that the support of managers has been essential for the implementation of Blended Learning to happen, although they have realized the need to slow down the change process and make it more gradual.

Géssica Priscila Ramos, José Carlos Rothen and Maria Cristina da Silveira Galan Fernandes debate the “Evaluation and regulation mechanisms of the Federal University of Brazil at REUNI”. The Program to Support Federal University Restructuring and Expansion Plans (REUNI), established in 2007, had the central objective of expanding access and permanence in higher education, based on a contract established between the Ministry of Education (MEC) and Federal University with the definition of the necessary conditions for the physical, academic and pedagogical expansion of the federal network. As a result, the authors noted that, although the process of joining the Program was voluntary by the unit, the action of MEC at the University by Reuni was invasive, damaging its autonomy in the political, financial and academic dimensions. However, despite the evaluation and regulation mechanisms present in REUNI, for the authors, Brazilian federal universities agreed with the principle of democratization in higher education and, therefore, ended up subjecting themselves to such mechanisms to obtain financing to materialize it. It's worth a reflection, check it out!

Filinto Jorge Eisenbach Neto and Lindomar Wessler Boneti analyze the “Brazilian international economic system, ideology and higher education”, with the aim of developing a theoretical reflection on the role of the international economic system and ideology in the formation of a higher education model in Brazil linked to the expectations of the productive world. According to the authors, it is a process of institutional “objectification”. Methodologically, the researchers examined the educational institutionality in the LDB and BNCC (Common national curriculum base), as well as the references of the advent of the international economic model and ideology as a strategy for consolidating the precepts of this model. As a result, the authors concluded that the international economic system, captained by ideological power, constitutes an expressive factor in the appearance of the “labor market” as the end of the teaching process, especially in the private higher education system. However, they also considered that the “thing-sification” process inherent to the education system, is found in something more complex that is added to this process as is the case, for example, of the meritocracy that constitutes the main ideological factor and the valorization of individuality and the act of doing to the detriment, respectively, of collectivity and thinking.

Milena Cristina de Freitas and Claudia Aranha Gil reflect on “Aging and work: perceptions and experiences of higher education teachers at maturity”, the result of research that aimed to understand the concepts of higher education teachers at maturity on the relationship between growing old and work. According to the authors, data collection was based on the multiple case study techniques, and it was observed that teachers associated different perceptions of aging linked to losses and gains, demonstrating a close relationship between teaching work and pleasure and possibility to contribute to the construction of society in the best possible way.

Samuel Pires Melo, Osmar Rufino Braga and Jullyane Frazão Santana then discuss “Rural youth and public higher education: trajectories of students from a Public University Campus in Northeast Brazil”. In this article, the authors analyze the student trajectory of rural youth on a public university campus in Northeastern Brazil, in a random sample of students from courses in the areas of exact and biological sciences. In the research, a questionnaire

prepared by the authors and a field diary were used as data collection instruments. The results, according to the researchers, pointed to a profile of young people ranging in age from 18 to 33 years; school trajectory of migration to city spaces, as a motivation to continue studies due to the precariousness of education in rural areas; and future perspectives for higher education aiming at financial growth to help the family and its territories. For the authors, this study suggests that the programs of interiorization and expansion of federal universities are being an ally in the trajectories of change of young men and women in rural areas.

Franciele Siqueira Radetzke and Roque Ismael da Costa Güllich debate “Research on teaching in higher education in a Brazilian context: challenges for thinking about science education”. Teaching in Higher Education is the central theme of this study, which aims to present an overview of the concepts of university teaching, as well as establish a dialogue with the main themes investigated in Brazilian dissertations and theses, in the area of Natural Sciences and its Technologies (CNT). For this, a qualitative research of bibliographic type was carried out based on the search for theses and dissertations on teaching in higher education at the Digital Library of Theses and Dissertations (BDTD), of the Brazilian Institute of Information and Technology (IBICT). The recurring concepts were highlighted as Experience (12:14), Research (5:14) and Naturalized (2:14) and, among the most investigated themes, appeared: Teaching Practice (7:14), Professional Identity (6:14), Formative Processes (2:14), Teaching Conceptions (2:14) and Teaching Knowledge (1:14). It was also possible to realize that the themes and concepts investigated are related in the context of higher education in an attempt to achieve understandings about the process of teaching and learning. The main challenge of the investigation was the need for continuing education on teaching concepts and practices to improve the teaching performance of higher education teachers.

Gregório Durlo Grisa, Clarissa Eckert Baeta Neves and Leandro Raizer reflect on the “Academic paths of quota students: a case study in the light of equity, race and participatory parity”. The research investigates the trajectories of quota students at a Federal University and analyzes the reasons for different academic paths, based on a case study, using a survey in three groups of students: dropouts, retained and graduated. According to the authors, the results were discussed in the light of the concepts of equity of Hawls, race of Guimarães and participatory parity of Fraser, where the lack of time to study is pointed out as decisive by students with difficulties in their paths. For the authors, family support and work are determinants of academic success and gender and race variables are influential in academic success and failure.

Ricardo Luiz de Bittencourt and Renata Geremias da Silva discuss the “Contributions of research to the professional development of teachers from the perspective of the coordinators of undergraduate courses”. This article investigates the contributions of research to the professional development of teachers in the perspective of the coordinators of undergraduate courses, through a qualitative research based on the undergraduate courses in Pedagogy, Letters, Mathematics, Geography and History. It is worth checking out!

Ruy de Deus and Mello Neto, Hugo Augusto Vasconcelos Medeiros and Afrânio Mendes Catani will reflect on “ProUni and capital returns for private higher education institutions: a reading beyond the direct benefits with public funding”. The objective of this article was to

analyze whether, in the specific case of Law courses, there is a relationship between antecedents of disadvantage and academic performance, as well as whether there are returns, in addition to economic capital, for Private Institutions of Higher Education (IPES) in maintaining ProUni students. For that, according to the authors, a linear regression model was created with data from Enade, using the exam grade as the dependent variable, and the proportion of ProUni students in the course, the average socio-economic profile of the class, and the teaching profile. According to the authors, from the model and the specialized bibliography, it was observed that, in law courses, IPES obtains considerably broad returns, both from economic capital, due to the financing structure of public policy, as well as symbolic capital, by the positive relationship between the presence of ProUni students in the course and the grade in ENADE.

Samoara Viacelli da Luz and Herivelto Moreira will provide us with a discussion on “The acquisition of didactic-pedagogical skills of higher education teachers”, where the objective was to identify the activities that most contributed to the acquisition of didactic-pedagogical skills of teachers undergraduate courses in Civil, Computer, Electrical, Electronic and Mechanical Engineering on three campuses at a public university in southern Brazil. The main results, according to the authors, show that the experience acquired on a daily basis was the main source of contribution to the acquisition of didactic-pedagogical skills, despite the fact that Brazilian legislation provides that the preparation for teaching in higher education takes place in Post-graduate courses *stricto sensu*.

Kyria Rebeca Finardi, Felipe Furtado Guimarães and Ana Rachel Mendes, next, write about “Thinking about the (critical) internationalization of Brazilian higher education”, whose objective was to reflect on the internationalization of Brazilian higher education institutions in a more critical way. a meta-analysis of the studies of a research group that addresses issues such as internationalization programs and language and internationalization policies in this context. An analysis of the meta-analysis suggests a gap (or mismatch) in principles and policies to guide the internationalization process in a critical way in Brazil. Critical internationalization is addressed taking into account the role of programs, language and internationalization policies, as well as recognizing the commodification of education and the means to combat it. To this end, the authors propose to deconstruct the hierarchical imaginary of intellectual and cultural domination and the solidary interaction between institutions in peripheral countries to strengthen the public good character of higher education.

Joviles Vitório Trevisol and Sherlon Cristina De Bastiani will reflect on “The 50th anniversary of higher education in western Santa Catarina: dynamics and trends (1968-2018)”, whose purpose was to analyze the processes of internalization of higher education in the State. According to the authors, the dynamics of the expansion were studied from a specific mesoregion (the West), given the fact that it is the largest among the six mesoregions, corresponding to a quarter of the state's territory, comprising 118 municipalities. The study was developed between August 2015 and July 2017. Quantitative data were obtained from the INEP and IBGE databases and through the consultation of the websites of the higher education institutions surveyed. The study showed, according to the authors, that the expansion was driven by the private sector. In 2015, the private sector accounted for 80.9% of HEIs that

offered face-to-face enrollments - 45.5% of courses in colleges; 33.3% in universities and 15.2% in federal institutes. With regard to enrollments, 72.3% were, in 2015, in the face-to-face Higher Education Institutions (40,522) and 27.7%, in the distance learning centers (18,358). According to Trevisol and Bastiani, the bachelor's degree is the academic degree that concentrates the largest number of enrollments in the region, corresponding to 65.5% of the total. This research reflects the government's policy of higher education in the country in recent decades. It is worth checking!

Rodrigo Barbosa e Silva and Vida Kamila Pinheiro da Conceição analyze “The research ethics committee as a space for continuing education for university professors”. This article is the result of a reflection on the teaching work carried out in a Research Ethics Committee, whose objective was to highlight the research axis as one of the components of professional training for teaching in higher education through the ethical evaluation of research protocols. The authors concluded that ethics permeates the pedagogical knowledge constituted also in the process of acting and teaching mediation in the field of research, considering that this is the training model for higher education teachers recommended in Brazil.

In the sequence, Adilson Cristiano Habowski and Elaine Conte will reflect on the “Reproductions of genre through cinematography: paths to education?”, the result of research that discusses the historical ideologies transmitted by cinematography, and that cause loss of meaning, insensitivity and intellectual stiffening due to the absence of (self) criticism. Thus, the present study, of a hermeneutic character, proposes, according to the authors, to look at the conceptions of gender and sexuality conveyed by cinema, in an attempt to review their repercussions on the experience of educational thinking. In this scenario marked by technical reproducibility, the authors show that there is little resistance from the film industry, which reveals gender and sexuality paradigms, highlighting contemporary issues. The authors' conclusion is that these technological artifacts in education need to serve as impulses to rethink human action under penalty of the teaching processes reproducing exclusion, prejudiced, uniform and insensitive disrespect to the other and the plurality of experiences. For Habowski and Conte, it is about correcting the deformations of recognition through re-education that enhances human differences and social recognition.

José da Silva Santos Junior and Giselle Cristina Martins Real discuss the “Institutional factor for evasion in higher education: analysis of academic production in Brazil”. The objective of the article was to analyze the scenario of the production of dissertations and theses on evasion in higher education in the period from 2000 to 2018, with a view to identifying whether and how the institutional factor was pointed out as one of those responsible for this phenomenon in Higher Education Institutions (HEI) in Brazil. To search for theses and dissertations, the authors used the Digital Library of Theses and Dissertations (BDTD) of the Brazilian Institute of Information in Science and Technology (IBICT) and the Bank of Theses and Dissertations of the Coordination for the Improvement of Higher Education Personnel (Capes). Thus, 267 dissertations and 32 theses were selected, in which the titles, abstracts and keywords were analyzed and, in some cases, a transversal reading of the introduction and the final considerations of these researches on the topic of evasion in the period considered.

Subsequently, 11 researches on the institutional factor were identified in the same research sources, which were read in full. The theoretical framework was the perspective of student integration, by Tinto (1975), and the Pedagogy of affiliation, by Coulon (2017). The results, according to the authors, showed the need for more research on this topic, given that there is a restriction on the formulation of institutional policies to reduce evasion, and research that considers the process of institutionalizing these actions in Brazilian HEIs is opportune.

Elisabete Cerutti gives us an article on “Weaving knowledge about assistive technologies for the deaf in higher education”, which reflects on the education of deaf subjects in Higher Education and analyzes the potential of using assistive technologies for specific candidates to college education. This bibliographic research analyzes how the accessibility of the deaf student has been regulated through assistive technology in Higher Education and which of these regulations can reduce the communication barriers between listeners and deaf people. The author discusses the evolution of technologies, reflecting on their insertion in daily life, as well as the main regulations that support care for the deaf. Cerutti concludes that assistive technologies are instruments capable of facilitating communication between subjects and that, in order to include deaf people, we need to break the physical, methodological and attitudinal barriers, in order to create an environment in Higher Education Institutions where everyone feels citizens with the same rights to express themselves and have access to the construction of professional and personal knowledge.

Juliana Aparecida Gulka and Elaine Rosangela de Oliveira Lucas discuss the theme of the “Educational role of university libraries: mapping the difficulties and interests of undergraduate and graduate students in carrying out academic work”. This article aimed to present the difficulties of undergraduate and graduate students in carrying out academic work, as well as reflecting on the educational role of university libraries. It was a qualitative and quantitative research that was developed through bibliographic research and data collection. A questionnaire with open and closed questions was used, applied in August 2018 to the 85 participants of the CAPES Scholarship group on Facebook social media. According to the authors, it was possible to understand education and information as inseparable, so that university libraries can develop an educational and teaching-learning role in this context, supporting the mission of universities in teaching, research and extension.

Camila Ferreira da Silva, Rodrigo de Macedo Lopes and Amurabi Oliveira analyzed “The research agenda in sociology of education in Brazilian graduate studies”. His article took this intersection for analysis and proposed to continue the debate about the specificities of Brazilian Educational Sociology. To this end, it took as its object of study the research agenda of the graduate programs in Sociology and Education that served as a basis for mapping the lines of research directly linked to accredited professors/researchers who had their curricula scrutinized with a view to map their ongoing research projects.

Karen Graziela Weber Machado and Adriana Justin Cerveira Kampff deal with “Higher Education: the learning built by masters and doctoral students in Education during the internationalization process”. The study aimed to analyze the learning constructed by graduate students in Education, through experiences developed in the internationalization process,

during their academic training courses. The study was characterized as a qualitative research, with data collection carried out through an online questionnaire, containing closed and open questions, applied to masters and doctoral students. The collected data were analyzed using the Discursive Textual Analysis (DTA) technique. With this study, it was possible to perceive, according to the authors, the relevance of internationalization for graduate students, enabling the development of knowledge, skills and international and intercultural values, in line with the current demands to live and work in a world each increasingly interconnected.

Opening the “Research Reports” section, we have a debate on “Large-scale assessments and special education: some assumptions in question”, by Karin Rank Liebl, Iana Gomes de Lima and Marialva Moog Pinto. This article aimed to point out that the principle of homogenization/standardization that underlies large-scale assessments and the principle of diversity that underlies the inclusion of students with disabilities, are contradictory elements in educational practice at different stages of education. Based on the understanding of the study theme, the authors considered that the pedagogical system does not have a coherent discourse on the inclusion of people with disabilities, since its legislation requires certain actions that are not fulfilled by the system itself.

The research on “Evasion in undergraduate courses: intervening factors”, by Rosângela Fritsch, Ricardo Ferreira Vitelli and Cleonice Silveira Rocha, aimed to identify intervening factors in evasion in undergraduate courses in a private higher education institution community. As a method, descriptive analysis of information collected in the institution's databases were carried out, as well as multivariate analysis allowing to identify a set of factors intervening in the evasion problem. As a result of the analysis, risk factors of a structural nature were identified, factors related to difficulties in the disciplines and the choice of the course. The factors that individually contribute to dropout are: low average in the discipline; or high and average percentage of failure of the class; and the average number of credits completed by the student, that is, the more credits at the beginning of the course, the greater the chance of evasion. It is possible to conclude that dropout is significantly related to school failure trajectories, especially failures indicating its negative impact on students from socially and culturally disadvantaged classes and on social exclusion macroprocesses.

Lorena Peterini Markezan and Cristiano Lanza Savegnago discuss the theme of “Professional master's in the context of continuing education and the impact on the performance of education professionals”. This research aimed to evaluate the results achieved by the Professional Master in Public Policies and Educational Management (PPPG) of the Federal University of Santa Maria (UFSM), in order to identify the perception of graduates of classes 2015 and 2016 on the impacts of this training on professional life and academic, as well as educational products and/or knowledge built and implemented in the institutions to which they are professionally linked. As a method, according to the authors, a quantitative-qualitative study was conducted with thirteen graduates of the PPPG at UFSM, through a semi-open questionnaire. The results were analyzed qualitatively and showed that this course is an enhancer of a mechanism for continuing education for its graduates, as it enabled the expansion, construction and [re]signification of professional and academic knowledge. However, there are

indications that the implementation of educational products, although satisfactory, can be improved through greater articulation and dialogue between the actors and educational scenarios involved in this process.

Klinger Teodoro Ciriaco and Adriana Correa da Silva provide us with a discussion on “Between 'survival' and 'discovery': the teacher beginning the literacy cycle”, whose objective of the investigation is to characterize the constitutive elements of professional identity, as well as describe the challenges of pedagogical practice. The theoretical framework includes issues related to teacher training, early career and literacy practice from the perspective of literacy. The methodological approach was qualitative, descriptive-analytical in nature and the data were collected using an observation instrument in the classroom and a semi-structured interview script. Considering the objectives and foundations of this study, it is possible to affirm, according to the authors, that the crossing of the collected information made it possible to carry out an analysis from how the teacher organizes her practices and, at the same time, she becomes a teacher when teaching how to read and write. The data also revealed that the first years of teaching are fundamental for the construction of identity, and a lot of dedication and commitment is essential to develop your skills in the literacy process and stabilize your career. In addition, in the case studied, it was also observed that the teacher constitutes her practice based on experiences in which she participated as a student of Basic Education, which makes working with heterogeneity in the classroom difficult, as well as leaving negative marks in relation to literacy, since, it seems, there seems to be a practice of learning to read and write by copying the information transmitted

Isabel Izquierdo and Olga Nelly Estrada discuss “Experiences of migration of South American scholars to two public Mexican universities”. The objective of this research was to analyze the experiences of migration of South American academics, arrival and incorporation in two Mexican Universities, one of them in the center-south and the other in the northwest of the country. The authors started from the assumption that in the migratory process, the academics acquired a series of experiences that allowed them to put into practice strategies to move from stressful situations to learning throughout the process. The method used to develop this research was biographical, through life reports, interviewing academics from South American countries. The data showed that the academics developed strategies of mimicry, creativity, pragmatism and perseverance, despite the differences in socioeconomic development of the states and development in the investigations of the public universities where they work.

Sergio Ricardo Quiroga debates the issue of “Students and internationalization: student mobility in internationalization processes”, addressing the perceptions of "participation", "staying", "experience" and "culture" of students at the National University of San Luis (UNSL) who participated in the academic mobility experience at Colombian, Chilean and Mexican universities during the period 2005-2014. Through interviews, testimonies were collected from four students who had internationalization experiences and who traveled to foreign university centers. The mobility experience is enriching for students and their future professional life. The mobility experience, according to the author, is very strong and powerful in all people and more

students who aspire to develop a career in the future. Thus, training is enriched with these learnings in different contexts involving a cognitive and cultural experience.

Raquel Silveira da Silva and Tanise Paula Novello discuss “The use of digital technologies in teaching mathematics: resources, perceptions and challenges”. The authors used a section of research carried out with students from the Federal University of Rio Grande - FURG, taking a Degree in Mathematics and enrolled in the discipline of Technologies Applied to Mathematics Education I. During the course, in one of the activities, the students talked to twelve public school teachers about their pedagogical practice and the presence of digital technologies in their areas of activity and produced reports, with the objective of understanding the pedagogical action of teachers of Basic Education Mathematics linked to the use of digital technologies. From the records generated for analysis, the researchers used the technique of Discursive Text Analysis (DTA) in order to understand the phenomenon investigated through the speeches produced. In this study, three categories that emerged from ATD were discussed: resources used by teachers, perceptions about the use of digital technologies (TD) and challenges in the teaching of mathematics. From these three categories, it was realized that the main resources used by the teachers interviewed have been the textbook and the internet for researching concepts. Among the main perceptions and challenges is the continuing education focused on the use of digital technologies. As a result, the authors state that it is necessary to rethink the resources used in the classroom, as well as to create alternatives that meet the needs of the subjects involved and immersed in a technological culture and thus contribute to significant changes in the teaching performance in the current scenario.

Tatiane Peratz and Angela Maria Silveira Portelinha, next, analyze “The organization of pedagogical work at the Federal Institute and the implications for teaching work”. The article resulted from the master's research whose theme was the organization of the pedagogical work (OTP) of the Federal Institute of Paraná (IFPR) and had as its object the teaching work, specifically with regard to the implications of OTP. It sought to analyze the implications of OTP for teaching work and training at IFPR –Palmas Campus, in the southwestern region of the State of Paraná. The methodology is based on bibliographic research compared with document analysis and with the responses of 24 professors of the institution to a questionnaire. In the analyzes, the verticalization of teaching category stands out as the main implication for teaching and training, since this form of teaching organization requires action at different levels of education - basic and higher. However, at the same time that verticalization is pointed out as an implication for teaching work, it is also considered a learning opportunity for that teacher, since switching between levels of education requires constant development and from this emerges the training needs. The discussions reveal, according to the authors, contradictions regarding OTP, teaching work and training to work in professional education.

Liliane Honorato Gonçalves and Débora Carneiro Zuin write about “The health system in student assistance at the Federal University of Viçosa (UFV): the perception of undergraduate students benefited by PNAES” In this research, the author sought to know the perception of students with this profile in relation to health care received at a federal institution of higher education (Federal University of Viçosa/UFV). The data collection technique was the

focus group carried out with the representatives of the UFV's Student Housing Commission (CME). As for the results of the research, the objective was to get to know the students' perception of student assistance in general and, in particular, in relation to health care, in addition to discovering their desires and complaints. Gonçalves and Zuin affirm that, despite having a comprehensive Student Assistance, UFV is unable to meet all the existing demands and needs greater involvement with students so that greater participation occurs, both in action decisions and in planning the use of resources.

Carlos Estrela Brito, Marcos Ferasso and Sandra Manuel Periedes Pereira Lopes Estrela Brito analyze “The management of distance learning courses in Mozambique”. Its objective was to present how distance education (EAD) became a national objective of the country's government to ensure access to an increasing number of citizens and to improve the quality of services provided at all levels and types of education. Characterized as a case study, the research has as its main result the fact that EAD is considered one of the alternatives to meet the different needs of higher education in view of the evident difficulties faced by Mozambique in the area of higher education. According to the authors, the Higher Institute of Sciences and Distance Education (ISCED) contributes to the process of preparing distance courses that translate into the development of an environment to support the teaching-learning process supported by new information and communication technologies, assuming careful planning, which points to the need for a systemic approach in the production of courses, involving a multidisciplinary team, with specialized skills and knowledge. For the authors, the systemic approach to designing, producing and implementing remote programs is guaranteeing the achievement of the government's national objective.

Fernando Bernardes Martins, Hugo Paula Almeida da Rocha and Felipe Rodrigues da Costa present “A narrative review of the student-athlete in higher education: barriers, solutions and a satisfactory post-career transition”. This study aimed to analyze the reconciliation between sport and academic training of student-athletes in higher education. The authors searched the CAPES portal and selected 14 articles for analysis after refinement. They observed that student-athletes encounter different barriers related to the stereotype of intellectual inferiority attributed to them, their training routine and the preparation for life after sport. The incentive to academic goals and the understanding of educational institutions about the difficulties encountered by student-athletes were pointed out as means of overcoming the barriers related to the negative stereotype. For Marins, Rocha and Costa, participation in activities that promote professional development and the offer of online courses during the preparation periods for competitions are indicated as a strategy for a satisfactory post-sport career transition. The authors concluded by raising questions and suggestions so that the double career can be understood as an effective opportunity for the formation of elite athletes.

Leonardo Carnut and Raquel Aparecida de Oliveira offer us a paper on “Political education in health databases: an integrative review”. The purpose of this text was to review the world scientific literature indexed in databases in the area of health on the concept of political education. The authors carried out an integrative theoretical review, guided by the capture of the concept of political education and the theoretical and educational elements that

support this concept. The specialized literature search was carried out on the portals of the Virtual Health Library (VHL) of the Latin American and Caribbean Center on Health Sciences Information (Bireme) and of the National Medicine Library of the National Institute of Health) in the United States (PubMed) and in the Web of Science and SCOPUS databases. As a result of the research, it was found that most of the indexed and included articles (17) were found in the VHL (65.4%) and 61.5% (16) presented the concept of 'political education'. Mostly, the concept of political education in health is associated with the idea of citizenship and contradictorily works with the critical perspectives of education. In conclusion, the authors understand that the concepts of political education were considered to be reduced in qualitative terms, but this review helps to pave the way towards more critical thinking about political education considering health as a social right in a capitalist society. For Carnut and Oliveira, since the 2016 “coup” in Brazil, the discussion on political education has returned to the educational scene with great force, especially in the field of health with the acceleration of the dismantling of the Unified Health System (SUS).

Alexey Carvalho and Maria Márcia Sigrist Malavasi then analyze the “Evaluation and accreditation of higher education in Latin America and the Caribbean”. For the authors, in the context of Latin America and the Caribbean, there is a diversity of Higher Education Institutions (HEIs) and systems of assessment and accreditation. In the article, they analyze the evaluation and accreditation systems of eight countries, seeking to understand how their institutional and course evaluation instruments are configured, their maturity stages, their relations with the public policies of their respective countries, as well as aspects related to the valuing self-assessment and the institutional context. The study included a bibliographic and documentary research, based on the documents, legislation and official information of the assessment and accreditation bodies of each country surveyed, and a field survey, with professors and researchers active in these locations, in order to capture the perceptions about these systems in each reality. The survey included respondents from eight countries: Brazil, Chile, Colombia, Ecuador, Mexico, Peru, Uruguay and Venezuela. It was possible to observe that although there is a great diversity and formats of assessment and accreditation systems, there are very similar processes in some of them, as well as the respondents' desire for systems to move forward so that there is an effective contribution to improving quality was evident. The results of the analysis of the documents and the perceptions gathered in the field research, showed, according to the authors, that it is necessary that the evaluation and accreditation systems overcome the bureaucratic aspects of conformity verification and seek formative evaluations, which value self-evaluation and the pertinence of Higher Education Institutions and courses, in order to foster a culture of quality and continuous improvement.

Starting the section Experiences report, we have the text “Portuguese language workshop: memorial of readings in higher education” by Daniervelin Renata Pereira. This work presents an experience lived in an introductory class of the Literature course in the face-to-face course “Portuguese language workshop”, offered by the Faculty of Letters of the Federal University of Minas Gerais in 2017. This experience took place in the context of language teaching-learning education in higher education around the production of memorials on learning to read. For the report, some concepts were presented that supported the pedagogical practices, such as:

models of reading, reading of the “word world”, Pedagogy of the multi-tools, memory and Open Educational Resources. The results of this experience, according to the author, refer to the importance of a didactic work with specific questions of reading and writing that involves the engagement of students in collaborative and dynamic activities, relating intelligible and sensitive.

Tatiane da Silva Evangelista presents us with an “Experience report: calculation in comics”. Evangelista questions whether there is calculus in comics and goes on to affirm that it is notorious that in classes taught exclusively in traditional and expository forms, the student will disperse and not be encouraged to learn. Thus, according to the author, research on the study of changing student behavior in relation to their learning process increases. Considering this aspect, the present work aims to report how it is possible to use comics in a class of compulsory discipline, Calculus, of the Engineering course at the University of Brasília of the Gama campus, in an attempt to bring the student closer to the content, motivate the learning and make the classroom environment closer and more attractive to the student. At the end of the didactic sequence, a questionnaire was applied so that the student could evaluate the experience. In the evaluation carried out by the students, it was concluded, according to Tatiane, that the universe of comic strips, in the teaching of Calculus, made the study more meaningful, relaxed and effective.

Adevailton Bernardo Santos reports on “Educating through research in initial teacher education”. The problem that arises is the difficulty of training teachers to overcome the mere reproduction of information, many within a classic context, and start using methodologies that encourage students to train based on research. This text reports didactic activities, in a course of initial teacher training, aligned with the proposal of “educating through research”, and the results of a research carried out in this context with the objective of seeking to understand the students' conceptions about these activities and the perspective future uses. The results, according to the author, indicate that the undergraduate students started to have a different view on the use of research in basic education, and see in a positive way the possibility of using similar activities in future practice. The final analysis shows, for Santos, a positive evaluation of the activities carried out and points to the fact that future teachers have better prospects of using and conducting research in their future teaching practices when it permeates their training process.

Lidia Cristina Vilela Ribeiro and Márcio Renê Brandão Soussa brings us a “Report of successful experiences in scientific initiation: the use of interdisciplinarity and teamwork”. This study aimed to report and reflect on two interdisciplinary experiences in scientific initiation, developed jointly by two teachers who work in different areas of knowledge (health and technology), in a Higher Education Institution. It is a research that describes the methodological trajectory of the oriented projects, in the years 2015 and 2018. The relationship of integration and articulation between the teachers and, of these, with the students from both areas is discussed. The products obtained from this partnership, according to the authors, that is, a digital atlas for the study of tissues and an educational game about schistosomiasis, of the serious game type, demonstrate the importance of developing collaborative and

interdisciplinary works in promoting the exchange of experiences, information, skills development and creation of educational tools that meet the demands of technological innovation in contemporary education in higher education.

Ivan Fortunato brings us a debate on “Pedagogical Practices in higher education: experience report with the didactic subject in undergraduate courses”. This essay was written with the objective of promoting a reflection on some elements of the complex activity of teaching in higher education. Among several possibilities, Didactics was chosen as the central element of the text, as it is often understood as the main activity of teaching. To develop the ideas, two different experiences with the conduct of the Didactics discipline, named as iceberg situations, were taken as an example. The essay unfolds in two sections: first, three links are identified between the two experiences, being the place, the teacher and the subject of Didactics; second, from these links, the most fundamental elements of each situation are evidenced through an investigative description. In the end, according to Fortunato, it is expected that the material collected here from his own experience will become the object of learning for other reflections and inflections, but it will serve to keep the concerns about higher education alive.

In the “Review” section, Diego Palmeira Rodrigues and Silmara Terezinha Freitas will discuss the content of the collection Book, organized by Maria de Lourdes Pinto de Almeida, Altair Alberto Fávero and Afrânio Mendes Catani, entitled “The European space of higher education (EEES) beyond Europe: notes and discussions on the so-called Bologna process and its influences”. According to Rodrigues e Freitas, discussing the European Higher Education Area (EHEA) and the Bologna Process is very important to understand the dynamics of how this process influences changes and reforms in Higher Education in other regions of the world. For the specific case of how the influence of this process develops in higher education in Latin America, a reality in which we are inserted, it becomes even more important to know the views of researchers from different Latin American countries on the repercussions of this process. It is in this sense that the work “The European space of higher education (EHEA) beyond Europe: notes and discussions on the so-called Bologna process and its influences” was published, by Editora CRV (Brazil) in co-edition with Editora CLACSO (Argentina), in August 2015. The book aims to, according to the organizers themselves, through 9 chapters, present different points of view on the impacts of the Bologna Process on Higher Education in Latin America. To this end, the chapters discuss the role of Latin American higher education in the face of the formation of the EHEA resulting from the Bologna Process.

Angela Gumieiro reviews the book “Revolutionizing university teaching: guidelines, experiences and theories for the teaching practice in business”, organized by professors Gilberto José Miranda, Edvalda Araújo Leal and Silvia Pereira de Castro Casa Nova, and published in 2018. With the objective to address issues related to teacher training for university education, with regard to the methodology of higher education in business. Composed of twelve chapters divided into three parts, which address different dimensions of university teaching, proposing to reflect and bring together the extensive and rich human and research material on higher teaching in the business area.

Michele Luciane Blind de Moraes will give us a review of the book by Lucídio Bianchetti, Antônio Álvaro Soares Zuin and Obdália Santana Ferraz Silva, entitled “Publish, appear or look: academic productivism, administrative research and plagiarism in times of digital culture”. The book, written in six hands, is the result of a web of ideas on the theme publish, appear or look, brings a reflection on the effects of the transformations that the *stricto sensu* graduate school undergoes in terms of the production and dissemination/socialization of knowledge.

As you can see, this volume brings dense texts with current and extremely pertinent themes to the area of Higher Education in Ibero-American territory. We have nothing left but to wish you a fruitful reading!

Campinas, April 2020.

The editors

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