



The editors

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It is with great pleasure that we present volume 08 (eight) of our International Journal of Higher Education - RIESup, year 2022. In this volume we have a total of 45 publications, being: 09 (nine) articles of the thematic dossier, 21 (nineteen) articles, 04 (four) research reports, 06 (six) experience reports, 03 (three) reviews and 02 (two) essays.

We will make a brief presentation of each text so that the reader may be aware of the objective proposed by the author in each discussion presented in this volume.

The thematic dossier of this volume is about HIGHER EDUCATION: (RE)CONFIGURATIONS OF A FIELD IN MOVEMENT and was organized by Prof. Dr. José Vieira de Sousa (UnB) and Prof. Dra. Marilene Gabriel Dalla Corte (UFSM). The dossier is justified by the composition of articles that analyze Higher Education (HE) as a scientific field that, according to the organizers, has been marked by a strong influence of the global, suffering interference from multiple movements in response to the neoliberal paradigm and its multiple facets, as well as from the context of the Covid 19 pandemic. It turns to the understanding of the (re)configurations of ES in the knowledge economy, addressing issues associated with institutional processes and practices in teaching, research, and extension, considering its articulation to the different current demands that emerge in global and national levels. The organizers state that, based on advances built in the framework of the Brazilian Encyclopedia of Higher Education (EBES), enriched by the contribution of national and international experts, other conceptions, (re)articulations and repercussions of/in the field of HE is problematized, taking as reference emerging contexts, public policies, and ongoing management processes.

The article by **Sérgio Roberto Kieling Franco, Maria Estela Dal Pai Franco, and Solange Maria Longhi**, entitled **Politics and management of higher education, technology and possibilities in times of Covid-19**, aims to analyze the challenges that the current pandemic scenario resulting from Covid-19 has imposed on knowledge institutions (universities), understanding that the movements generated in them are incorporated into the changing field of Higher Education, in the strength of its diversity of trajectories and its interconnections, interests and interlocutions. According to the authors, it discusses public policies based on official documents impregnated by contradictions and questionings, in view of contemporary needs, in the issues of technology and sustainability and the way HEIs respond to them. They state that the visualization of possibilities for living in a better and sustainable world can be strengthened when conducting management, considering needs, commitments, experiences of different HEIs and the role of technology in these processes, especially in the current pandemic context.

Next, we have a debate prepared by **Patricia Vieira-Duarte** entitled **Professional Development of Teachers in Emerging Contexts**, which aims to present a research project on the problem of professional development of teachers in Uruguay in the scenario of transition from the career of educator training to the university character. Changes are evidenced in this academic profession from the conception of a "career based on seniority evaluation" to a development proposal in three dimensions: undergraduate training, professional development and working conditions.

Mario Astudillo, Ana Vanessa Leguízamo-León, Eloy García Calleja write about **Opportunities of the new educational space for higher education** that proposes an analysis of the changes generated in higher education, in the role of the teacher and the classroom, in the inclusion of Information and Communication Technologies. A set of technologies allows the construction of a new social and cultural space, called the third environment, whose structure is different from the natural (first environment) and urban (second environment) environments where social life has traditionally developed, and particularly education.

Maria Cristina Parra-Sandoval discusses the **internationalization of higher education**. For the author, the internationalization process is not neutral, nor are the policies that promote it since the traditional mission of the university as a producer and transmitter of knowledge faces challenges linked to the pressure of political and economic power and the orientation of the narratives of its members. The article attempts to unravel what underlies the UNESCO and OECD discourse and how it influences the process of internationalization of higher education and the policies countries implement in this regard.

José Vieira de Sousa reflects on **the Scenarios and challenges of the university in the knowledge economy**, considering its insertion in the broader field of higher education formed by the plurality of actors and institutions interested in its dynamics. The author uses the notion of field formulated by Pierre Bourdieu, an important theoretical and methodological construct for the analysis of higher education in contemporary society. For Vieira, in the competitive contemporary higher education the concept of world-class

universities is being disputed and built based on global standards and criteria directly associated with the classifications made by the international rankings.

Egeslaine de Nez, Cleoni Maria Barboza Fernandes, Vanessa Gabrielle Woicolesco analyze **Curriculum and practices in higher education in the context of the COVID-19 pandemic** which aims to analyze university pedagogical practices and the need for curricular reinvention imposed by the world crisis of the COVID-19 pandemic. According to the authors, the research findings show that the pandemic context demanded an emergent pedagogical model, called emergency remote teaching. It was found that there was an effort by teachers to qualify themselves for the use of digital technologies in the mediation of the teaching and learning process, curriculum, and pedagogical practices readjustment, enabling students to have new learning experiences.

Tânia Barbosa Martins, Sueli Soares Santos Batista reflect on **The internationalization policy of education in Portuguese polytechnic institutes and the partnerships with Brazilian professional and technological education institutions** which aims to understand the strategies and scope of the partnerships between the Polytechnic Institute of Coimbra and the Polytechnic Institute of Porto vis-à-vis the three Brazilian public institutions of professional and technological education: *Instituto Federal de Educação, Ciência e Tecnologia do Sul de Minas Gerais* - IFSULDEMINAS and de São Paulo - IFSP and the *Centro Estadual de Educação Tecnológica Paula Souza* - CEETESP, seeking to know the conceptions and practices of professional and technological education in the context of the internationalization of education. We emphasize the relevance of the Portuguese experience in vocational and technological education that makes it easier and even more interesting for Brazilian counterpart institutions to develop partnerships that need to be expanded as effective opportunities to build formative projects of internationalization of education.

Doris Pires Vargas Bolzan, Maria Isabel da Cunha, Ana Carla Hollweg Powaczuk discuss the **Teaching and formative movements, implications of the pandemic scenario in the reconfiguration of teaching in the university context**. The proposed interdiscursive dynamics encompasses the macro and micro dimensions of the educational policies in course and the tensions that arise from them in higher education institutions, especially regarding pedagogical autonomy and its relationship with the teaching work. In this perspective, the authors problematize the (in)visibilities manifested in and by the pedagogical work in face of the transposition from face-to-face teaching models to digital models. The ongoing transition processes circumscribe the way pedagogical work is understood and experienced by teachers and students, permeated by institutional dynamics, demanding new pedagogical designs.

Closing the debate proposed by the dossier, **Marilene Gabriel Dalla Corte, Marilia Costa Morosini, Vera Lucia Felicetti** analyze the **Internationalization of Higher Education in a South-South perspective**. Priority is given to analyzing emerging movements and contexts related to the internationalization of Higher Education in a south-south perspective in pandemic times, with attention to internationalization at home (IaH) and

to students. Also, it seeks to map which [re]articulations of international relations and academic cooperation are being conducted between countries and Institutions of Higher Education in the global South. Such [re]articulations can be constituted from movements of solidarity and horizontal or mercantilist internationalization, considering possible new emerging contexts in Higher Education.

Opening the articles section, **Juscelino Alves, Lunara Tele Silva, Flavio Marques Lopes** analyze **Development and validation of an instrument to assess the educational knowledge and attitudes of teaching pharmacists towards clinical services performed in pharmacy**. The objective of this investigation was to develop and validate an instrument to evaluate the educational knowledge and attitudes of teaching pharmacists regarding clinical services. To do so, we chose a descriptive study with a quali-quantitative approach, structured in three parts: 1) development of the instrument; 2) content validation through the Delphi method and 3) evaluation of the internal consistency of the questionnaire. The study sample was obtained by applying the snowball technique, involving 55 participants. The final considerations are unexpected, and whoever is interested, please access the article. It is worth checking it out!

Next, **Danielle Engel Cansian Cardoso and Romilda Teodora Ens** will discuss a current and extremely polemic theme in the article entitled **Affirmative Action and Challenges in Initial Teacher Education (BNC-training)**. The article aims to analyze Resolution CNE/CP No. 2/2019, which defines the National Curricular Guidelines for the Initial Training of Teachers for Basic Education and establishes the Common National Base for the Initial Training of Basic Education Teachers (BNC-Training). In the content analysis of Resolution CNE/CP No. 2/2019 (BRASIL, 2019, 2020), the authors established the presence and/or absence of elements representative of affirmative action and post-critical curriculum theory, by the approach to interculturality and the challenges involving this way of considering education. The results indicate that the post-critical theory of curriculum, anchored by the interculturality of multiculturalism, if put into practice, can meet the students entering higher education. According to Cardoso and Ens, the challenges continue, since the new political design of initial education disregards the social, historical, and economic conditions in which Teacher Education takes place because it is focused on the logic of the market.

Vera Lúcia Jacob Chaves and Rhoberta Santana de Araujo give us a text about the **Neoconservative Offensive Against Federal Universities in Brazil**. The article analyzes the offensive against the autonomy and funding of federal universities in Brazil, engineered by the Bolsonaro government. For the authors, the emptying of democratic practice in the process of choosing leaders and chronic underfunding create an atmosphere of uncertainty in these institutions. The literature review: the consultation of primary sources (laws, decrees, bills, the website of the Chamber of Deputies) and the consultation of the electronic portals of the universities subsidized the elaboration of this work. According to Chaves and Araújo, it was concluded that a process of dismantling and refunctionalisation of federal universities is

underway, sedimented by the radicalization of neoliberalism and the rise of the neoconservative agenda.

Sergio Ricardo Quiroga discusses Internationalization at the national university of San Luis, Argentina 2005-2014. The discussion analyzes the nature of cooperation and internationalization, the institutional and non-institutional faces of internationalization of higher education at the National University of San Luis (Argentina) in the period 2005-2014. Its objective is to examine the role of institutional actors and norms, such as the University Statute, the Organizational Plan, the actions of the Office of Inter-institutional Relations, the National Law on Higher Education, and the suggestions of documents emanating from international organizations, on the one hand, and non-institutional facets, such as the motivation of students and teachers in internationalization processes. With this task, institutional norms and documents were examined and, by means of semi-structured interviews, the internationalization views of students and professors. After the proposed study, the author concludes that UNSL should recognize its problems and difficulties in this area, prioritize the Office of Inter-institutional Relations, establish possible agendas, incorporate a collective and collaborative culture that seeks to recognize internationalization as a managerial instrument of multiple learning intercultural impact that transcends the boundaries of temporal space.

Milagros Elena Rodríguez reflects on **Technologies in the decoloniality of power, knowledge, being, doing, and dreaming**. The research aimed to analyze technologies in the decoloniality of knowing, being, thinking, doing, and dreaming as panacea or utopia? The different colonialities are studied with the use of technologies, and later, with the analysis of interviews of six (6) PhD students collaborating in the Postdoctoral Program in Mathematics Teaching at the Universidad Experimental Nacional de Yaracuy, Venezuela. In deeply complex structures called rhizomatic research, opening conclusions or conceptualizations are obtained, emphasizing that technologies are there, and according to the author, they are here to stay, the world is mediated many times in favor of the human being, many others in favor of the colonial system.

Felipe Furtado Guimarães (Reviewer); Kyria Rebeca Finardi reflect on **Internationalization and Portuguese as a Foreign Language (PLE)**. This study aimed to survey the supply of courses of Portuguese as a foreign language (PLE) in higher education institutions (HEI) in Brazil, discussing this supply in relation to the internationalization process. To this end, data was collected from 60 Brazilian HEIs, using an electronic questionnaire, to support the discussion of the relationship between PLE and internationalization, based on the literature and the data collected. The results indicate that most HEIs offer PLE courses, and that the Southern region has the largest representation in the offer, and the departments of Letters and international relations sectors (together) account for almost all of this offer. The discussion of the results points to a close relationship between PLE and the process of Internationalization at Home (IeC). The study concludes that, despite efforts to offer PLE in HEIs, more investments are needed for the development of IeC to promote social justice.

Telmo Marcon, Adriel Scolari, and Neri José Mezdri offer us a reflective article on **Education for Democracy in the neoliberal context**, understanding neoliberalism beyond the classically considered assumptions of economic policies that defend a minimum state in the economy and in socio-educational policies. For the authors, institutions of higher education have an important commitment in the formation of democratic subjects. In conclusion, we reaffirm the thesis that only a democratic education can qualify the assumptions of sociability in view of a common life.

Gabriela Schmitz and Luiz Caldeira Brant Tolentino Neto analyze **the practice as a curricular component that was instituted in 2002**, to articulate the theoretical and practical dimensions in teacher education. In this bibliographical study, of the state of knowledge, we aimed to investigate the contexts of the publications in periodicals, indexed in the Capes Periodicals Portal, which deal with PCC, tracing an overview of them. The authors observed that most of the published studies occurred in contexts of public institutions, concentrated in the last 5 years, and sought to analyze how the CCP is described and how it is conducted in the institutions. Based on the results found by the authors, we could observe that teacher educators know little about the PCC or feel difficulties in performing it, confusion about the meaning of the practice and the devaluation of this component by graduates, which demonstrates the need for dialogues and clarifications about the practice as a curricular component within the institutions.

Carolina Monteiro de Castro Nascimento and Amurabi Oliveira discuss **higher education in the post-communist context in Brazil in recent decades**, which has occurred concomitantly with the growing internationalization of the debate. In this article they analyze the case of the Czech Republic, presenting the transformations experienced in the context of post-communism and its entry into the European Union. Based on the Czech example, they seek to highlight how socio-historical experiences shape the dynamics of higher education, making visible the asymmetries of the "global community" and emphasizing, at the same time, how investment in educational policies in this field is also able to dynamize this reality.

Bruna Pereira Alves Fiorin and Sílvia Maria de Oliveira Pavão discussed the **actions directed to the permanence of the university student, in three Federal Universities of Rio Grande do Sul**, seeking to evidence the effectiveness of support services and the actions with the best results/major impact. The research, qualitative in nature, was developed from data collected from the institutional pages of the Federal University of Pelotas, Federal University of Santa Maria, and Federal University of Pampa, in semi-structured interviews (audio recorded and transcribed) with the 15 coordinators of the sectors that developed activities aimed at the permanence of students in these institutions, and discussion group. The data were analyzed based on Content Analysis. It was evident that the researched sectors develop an essential work in the Institutions and that they interfere directly in the trajectory of the academics in the university, in the permanence and in the conclusion of the course.

Diego Luz Moura, Maria Sergiane Ribeiro e Silva and João Gabriel Eugênio Araújo discuss the **procedures and difficulties of the supervised curricular internship from the point of view of the coordinating teacher**. According to the authors, data was obtained through an interview conducted by means of telephone calls. Four categories were created to analyze the interviews. We found that studying the procedures of the Supervised Curricular Internship and the difficulties faced by the coordinators/leaders of the internship discipline is fundamental to understanding the operationalization of the internship process, thus contributing to the professional training of the interns.

Zoraia Aguiar Bittencourt and Thiago Ingrassia Pereira reflect on Higher Education in an emerging context and analyze the democratization of university access and permanence in a social context of inequality. To this end, it mobilizes the theoretical contribution of studies on Higher Education, presenting two methodological strategies: (a) State of the Knowledge research aiming to identify perspectives and trends of academic articles from the main electronic journals in the country, as well as theses and dissertations produced in the Post-Graduation Programs in Brazil on the theme of democratization of Higher Education and (b) exploratory research with professors from federal universities implemented in the last period, seeking empirical subsidies to understand the limits and possibilities of university democratization in Brazil. The work suggests, according to the authors, that there have been advances in public policies of access and permanence in the first decade of the 21st century, although the new universities participate in challenges of consolidation of their physical structure and institutional projects. In this sense, there has been relative improvement in access in quantitative and qualitative terms, as well as by dilemmas of student permanence and new epistemological and methodological approaches in the university curriculum.

Elane da Silva Barbosa and Silvia Maria Nóbrega-Therrien discuss the **Studies on the training of the nurse for care**. Nursing care, although considered the core characterizing the profession, is placed as something secondary. Thus, the need to report to higher education in Nursing is identified, to understand how the fundamentals for the exercise of care are worked out. According to the authors, the discussions about nursing education converge, although with specificities, to the argument that transformations in the course lead to changes in professional performance. Training for care in nursing has been researched from several viewpoints: student behavior in contact with the body of the other who seeks nursing care; the relationship established between professional and user; the strategy to materialize humanization in health care; reflection about the function of the teacher to mediate this learning and the knowledge approached. Therefore, the relevance of investigations on the training of nurses for care is verified, since there are gaps in the productions inventoried regarding the perspective of history and valorization of the singularities of these diverse contexts in the teaching and learning process.

Manoel Patrocínio Ferreira Júnior, Solidonio Angelo da Silva Filho and Rita di Cássia de Oliveira Angelo analyze **Basic Life Support as a mandatory discipline in undergraduate health courses**. Five higher education institutions in the state of Pernambuco

were selected, two from the public teaching network and three from the private network. The curricular contents of the undergraduate courses in Nursing, Physiotherapy and Nutrition of the five institutions were evaluated, and it was found that the curricular structure of the courses in Physiotherapy and Nutrition was outdated in relation to those in Nursing. According to the authors, the findings contradict the National Curriculum Guidelines, which recommend the development of undergraduate curricula from an interdisciplinary perspective, including skills and abilities necessary for the performance of the graduate in the interrelationship between education and society.

Altair Alberto Fávero, Julia Costa Oliveira, and Thalia Leite de Faria discuss the **Critique of "measurement" in education considering the theory of capabilities**. This study aims to analyze how the idea of meritocracy in education ends up reinforcing inequality as it opts for limited evaluation criteria. According to the authors, it seeks to answer the following question: why do educational evaluation processes based on measurements and meritocracy end up justifying inequality and promoting social injustice? The results expose those evaluations based on meritocratic criteria are not able to measure all spheres of life, becoming limited in proposing what people are capable of being and doing. In view of the need to create a democratic and fair school, it can be concluded that the theory of abilities is a way to seek the individuality and abilities of the subjects, adding to the apprehension of knowledge and self-reflection.

Luciana Backes, Douglas Vaz and Gabriella Da Boit de Oliveira discuss the **Re-signification of the e-book through the literaturation of sciences**. The article reflects on the digital educational material developed for the Pedagogy course at La Salle University - Canoas. This proposal emerges from the experiences lived by the authors in disciplines offered in the distance learning modality. It is a reflection, developed in the research group COTEDIC UNILASALLE/CNPq, which aims to understand the structure used in the construction of the E-book for the Pedagogy course and to identify the contributions to the students' learning. The research of qualitative nature was developed in the Case Study methodology, with the instruments: E-book, sharing and communication technologies and virtual learning environment, that is, the records of the students' actions. From the empirical data it is evident that, according to the authors, in the literatures of science possibilities of establishing metaphors for the construction of knowledge. As well as the use of history to contextualize this knowledge, problematize it through the characters, and explore the representation of immersion. We highlight the need to re-signify the pedagogical practices in congruence with the contemporary context and intensify the pedagogical mediation in Online Education.

Viviane Xavier de Araujo Cruz and Marcelo Eichler analyze the **Science without Borders program in the minutes of the higher councils of Capes**. The research, of exploratory nature, analyzed the 20 minutes of the Superior Council and the 40 minutes of the Technical Scientific Council of Higher Education of Capes, the managing body of the program, published from January 2011 to May 2016, separating them in the two mandates of

the Dilma government. According to the authors, they tried to discuss why the public policy of student mobility in undergraduate programs was suspended and not reoriented or reformulated, and they observed a change in understanding on the part of CAPES's councils about the program as the government changed and, finally, they understood that, in order to develop the industry (one of the main objectives of the CsF according to the Decree that instituted it), the focus should not be on the development of people at the undergraduate level, but at the basic level, because it would be people with this training that would be needed to occupy the factories. The Ministry of Education even suggested prioritizing mobility actions for high school students, but this did not materialize.

Tássia Fernandes Ferreira, Antônio Germano Magalhães Junior and Silvia Maria Nóbrega-Therrien discuss **Andragogy in higher education**, because they believe that Andragogy and its assumptions include fundamental elements for the development of adult teaching and learning, contemplating specific issues that require attention from educators. According to the authors, the six assumptions were classified by most of the 21 teachers as important/especially important, with a small portion (two teachers, corresponding to 9.5%) who used the classification "not very important". In view of the results obtained, the importance of the diffusion of knowledge about Andragogy and its assumptions is reaffirmed, since it provides teachers with a greater theoretical foundation and subsidies in their practices, allowing them to redefine them.

Kenia Kodel Cox and Robelius De-Bortoli discuss **Alternatives for implementing certification of the academic process in HEIs**. The objective of this work is to identify alternatives for the certification of the academic process of the HEIs, based on an understanding of the effective objects of the certifications that encompass professional education, of the objectives pursued in them, and of the materiality of the evaluations involved. As research methodology, a quasi-systematic review was applied, with successive refinements of articles, collected in the Scopus scientific database. From the analysis of these, it was possible to identify, according to the authors, 'what to certify', 'how to certify', and 'why certify' - with what objectives; thus outlining the certification of the academic process of HEIs with, for example, the need for a culture of implementation of the process, with the application of periodic analyses; with the objective of improving the management process, bringing universities closer to society, and others.

Carlos Silverio Huerta Jiménez and Marco Velázquez Albo debate **An integrated management and funding model for internationalization**. Since its inception almost three decades ago, the internationalization of higher education has seen the development of organizational models for internationalization at the institutional level. However, based on the literature review of the most cited models, what remains to be developed are institutional funding frameworks to support internationalization activities. This paper proposes a model for acquiring and managing funds for the internationalization of higher education institutions. It starts from the premise that an inclusive institutional system can generate more resources than a non-inclusive one in the institution. A strategic application of the model is discussed as

an example for its application at the institutional level. This model provides practical implications for strengthening internationalization efforts in higher education institutions.

Marlize Rubin-Oliveira and Maria Luisa Dalla Costa discuss **Internationalization of higher education at home** which aims to explore the category of internationalization at home - at home (IeC) from the use of the ProKnow-C methodology, in the database of the Periodical Portal of the Coordination for the Improvement of Higher Education Personnel (CAPES). The authors selected 26 articles from three categories: concepts, subjects, and places. To this end, the decolonial perspective contributes with epistemological bases to the analyses. The analyses point to the need to question hegemonic models with an emphasis on competition, the reinforcement of inequalities and North-Eurocentric models. The concepts category, for Oliveira and Costa, indicates possibilities for students, teachers, technicians, and the external community to broaden perspectives towards intercultural and pluriverse worlds. However, these concepts seem to limit places and subjects based on characteristics of a modern/colonial pattern restricted to a small part of the university community.

Research

Ligia Bueno Zangali Carrasco and Maria Antonia discuss the **professional action of the university pedagogical advisor (APU)**, which aims to understand the trajectory and professional performance of university pedagogical advisors, from an investigation of qualitative approach, of exploratory nature, which used the method of multiple case study, with data analyzed through content analysis. Advisors from four universities were investigated, two in Brazil, one in Argentina, and one in Uruguay, whose data were collected between 2018 and 2019. The analysis indicates that the advisor's professionalism is developing, however, there are numerous challenges that they need to overcome, such as the lack of autonomy, institutional support, legitimacy in the role, and the pedagogical training of university faculty. The authors concluded that, related to the development of their professionalism and to the overcoming of these challenges, specific professional knowledge of the university pedagogical advisor is necessary, which, if developed, may help to achieve their professional legitimacy.

Cicero Augusto dos Santos and Klinger Teodoro Ciríaco give us a characterization of the **production of knowledge about teachers who teach mathematics in pedagogy courses (2009-2019)**. To characterize the production of knowledge about training and the work of teacher educators who teach mathematics in Pedagogy courses is the objective of this article. We understand that understanding what previous studies/research say helps in the process of constituting the theoretical-methodological referential in the constructs that compose argumentative foundations of the validity of an investigation project that aims to find answers to the question posed. In methodological terms, the objective was to map master's and/or doctoral papers defended in the period from 2009 to 2019 based on a "State of the Art" experiment. Qualitatively, the results undertaken in previous investigations make it possible to improve the current research, which we aim to contribute to the production of

knowledge in Mathematics Education and teacher training by looking specifically at the practices of mathematics teaching in Higher Education at the time of insertion of researchers in the production of empirical data.

Elaine Conte and Liliane dos Santos Gutierre write about **Teaching Internship in question**. This research aimed to monitor the scientific advances addressed by the academy, through experiences recorded in documented reports, in order to shed light on the theme of the teaching internship for contemporary training and the reality of the current challenges of engagement in higher education. In fact, such concern demands a formative turn to overcome Manichean positions, to promote the exchange of studies and pedagogical practices, developing the reflective thinking of the student with the teacher in a variety of interdisciplinary situations, revealed in the circularity of planning, evaluating, and understanding the very joint constitution of the didactic organization, which involves the appreciation of cooperative and democratic experiences as a mark of the solidary presence of the teaching action.

Izabella Pirro Lacerda, Maria Angela Mattar Yunes and Felipe Valentini will discuss **Permanence in higher education and the support network of resident students and student housing**. This study aimed to investigate the support network of college students living in student housing in terms of interpersonal relationships, quality of ties, and the role of the support network. The sample was composed of 20 college students (50% female), aged between 19 and 37 years ($M = 28$, $SD = 12.73$). Data were collected using the five-field map, defined as "family, friends, student housing, university, and roommates" and semi-structured interview. The results showed 422 contacts, with emphasis on the fields friends, family, and student housing. According to the authors, it was concluded that the role of the support network, especially the support from family and friends, are relational and protective propellants in different situations. Furthermore, student housing can help in overcoming the difficulties encountered in the academic trajectory and facilitate the permanence in the university of the resident students.

In the section **EXPERIENCE REPORTS**, opening the discussions we have **Pedro Luis Saraiva Barbosa, Roberta da Silva and Mateus de Lima Freitas** who discuss **the question bank of the Federal Institute of Ceará**. The present work is an original work and has as technical procedures the bibliographical, documental, and experimental research. The objective of the present work is to verify if an online software that maintains a database of questions for higher education can help the teacher in the diagnosis of competencies and abilities that need to be reinforced. According to the authors, to achieve this goal, a web system was developed to centralize questions with the same structure as the Enade (National Exam of Student Performance) questions. The validation of the IFCE Question Bank was done through an online questionnaire that aimed to verify the veracity of the tool in relation to its objectives and the intention of its use in the classroom.

Ivan Fortunato then presents us with a discussion on **Didactics in initial teacher training**, which analyzes some training experiences already developed in Didactics, in the undergraduate courses of the Federal Institute of São Paulo, Itapetininga campus. The main objective is to share certain alternatives for the practice of Didactics teaching, while putting a theoretical lens on the experiences lived as a teacher trainer of future teachers. In the end, it is hoped that this manuscript will serve a dual purpose; first, on a superficial level, that it will present possibilities for diversifying teaching in initial teacher education. Second, on a deeper level, that it allows an analytical examination of the meanings of teacher education itself.

Tatiane da Silva Evangelista, Leonardo Oliveira and André Barros de Sales tell us about ***Aprendo, a mobile application to improve the learning of 1st order ordinary differential equations***. It is an experience report on the use of a mobile game as a technological teaching strategy to improve the learning and performance of students with the content of Ordinary Differential Equations (ODE) of 1st order in the Engineering courses of the Faculdade do Gama of the University of Brasília. The game is the *aprEnDO* application, developed for the Android platform. The main objective of this work is to present, discuss and evaluate the challenge of teaching and following up the learning of the second period students, involving 1st order ODE concepts with the help of *aprEnDO*.

Allan Solano Souza and Arilene Medeiros discuss the **collaborative methodologies in the postgraduate stricto sensu in education**. It is assumed that collaborative methodologies enable the production of academic knowledge with self-confidence and innovation having as locus the Postgraduate Program in Education, at the State University of Rio Grande do Norte, in the academic semester 2018.2, involving two teachers and thirty-five master students from three lines of research, in a mandatory discipline. According to the authors, the results point out that the collaborative methodologies enable each group to create strategies/routes, sharpening the sociological imagination of postgraduates with the use of individual and collective writing.

Célia Ratusniak, Lucimar Rosa Dias and Ranna Emanuelle Almeida will tell us about an **experience report about didactics, racism, and education for ethnic-racial relations**. It was produced in the weaving that the work with Education for Ethnic-Racial Relations (Erer) in the Pedagogy course at UFPR was able to articulate. The authors state that this report presented and problematized the legislations and guidelines that determine the compulsory nature of the theme as a curricular component in the various stages of education, including undergraduate courses, as stated in the National Curriculum Guidelines for Initial Training in Higher Education. These reports allow us to conclude, according to the authors, that the initial formation can cover what the legislation prescribes regarding Erer, articulating it with the knowledge foreseen in the field of Didactics. In this way, the participants of the experience, by interweaving their life stories, produce knowledge that ground and strengthen anti-racist educational practices.

Aparecida Carneiro Pires, Adriana Moreira de Souza Corrêa e Valéria Maria de Lima Borba analyze **the experience of an Evaluation: experience during pedagogy of UFCG in the campus of Cajazeiras-PB**, realized by a teacher of the course of Pedagogy of the center of formation of teachers. As results, the authors identified that the educator's perception about the theme and his/her experiences with the subject influence the selection of the theoretical base and the approach of the contents referring to learning evaluation. Moreover, with the interventions proposed by the teacher (study of texts, audiovisual resources, debates, scientific production, and extension activities), the students reflected on their conceptions about the evaluation of learning, which were initially focused on the examination/classification and, progressively, they built visions/perceptions about formative and diagnostic evaluation from the perspective of social promotion in favor of learning.

Opening the **REVIEWS** section, **Adriano França** presents us with a production about the book **Education, media, and technology: challenges and confrontations in the information society**, organized by Maria de Lourdes Pinto de Almeida, Marlon Sandro Lenieski, and Márcio Giusti Trevisol, published by Editora Mercado de Letras. It's worth checking it out.

Next, **Diego Palmeira Rodrigues, Silmara Terezinha Freitas, and Karla Pezavento** review the book **The national education plans (2001-2010 and 2014-2024) in the field of higher education: advances and/or setbacks**, by Talita Zanferari et al. The reflections, studies, and research on higher education are important, especially those that address public policies, even more so when the analysis is made in relation to the National Education Plans (PNEs), which are the guidelines that underpin the development of policies and actions for Brazilian education during the period of a decade. Required reading for those studying Higher Education Policies.

Closing this section, **Lourdes Evangelina Zilberberg Oviedo** will tell us about the contents of the book **The International Education Handbook: principles and practices in the field**. The original is in English, *The International Education Handbook: Principles and Practices of the Field*, and the author is the American researcher Katherine Puntney, which has become a reference for many educators, who wish to know the panorama of international higher education, as well as understand the main trends in the sector. According to Oviedo, there are 405 pages, distributed in 10 chapters as follows: Trends in International Education; Global Skills; Internationalization; Transnational Education; Experiential Learning; International Student Enrollment Management; Services Provided to International Students and Faculty; International Schools; Citizen Diplomacy and Related Topics.

Next, we have the section **TRIAL** inaugurated by a text written by **Rafael Siqueira de Guimarães** entitled **From meta presence to emergency remote learning**. The goal of this essay is to scrutinize, through discourse analysis, the proposal of meta presentiality in the Project of the Universidade Federal do Sul da Bahia as a possible antecedent of emergency remote learning in face of the pandemic of the new coronavirus, since it disregards the parameters stipulated by Distance Education in Brazil, but defends an "intensive" use of

digital technologies, reinforcing the centrality of the teacher's action in the use of these technologies. According to the author, two normative documents were analyzed, which mark historical moments of the foundation and the current moment: the Orientation Plan (2014) and Resolution 15/2020 (2020), connecting the proposals of metapresentiality and emergency remote teaching, verifying that the pedagogical proposal in screen has been ratifying the use of digital technologies and the control of the teaching work within a liberal model of education.

Gean Breda Queiros and Kalline Pereira Aroeira give us a text about the construction of the epistemological field of University Pedagogy in Brazil, and that changed the structural form of university classes, from presential to remote, due to a world health crisis, we point out ways through which it is going through and how to act facing the new contemporary challenges and clashes imposed to its trajectory throughout the years. According to the authors, in times of resistance, its peculiar character points to the ethical and philosophical need of a connected teaching, shared and direct between teachers, students and higher education institution, and not recorded and disconnected classes, breaking with the logic of the capitalist and neoliberal mercantile system. It is necessary to understand pedagogy as a science of education to account for the impasses that universities are going through in this beginning of the century and with these, University Pedagogy, as an object of study, constitutes the basis of an architecture together with its determining characteristics that underlie teaching in higher education, didactics, and the formation and professional development of teachers.

And so, we close our issue wishing the readers fruitful reading.

Campinas/Canoas, July 4th, 2022.

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