




## Transformations and innovations in Higher Education: communication and scientific dissemination in debate (\*)


<sup>1</sup> Gildenir Carolino Santos 

<sup>2</sup> Maria de Lourdes Pinto de Almeida 

<sup>1</sup> Gildenir Carolino Santos  
[gilldenir@unicamp.br](mailto:gilldenir@unicamp.br)  
Universidade Estadual de Campinas  
Campinas – SP, Brasil  
CV Lattes  
<http://lattes.cnpq.br/1221773207784315>

<sup>2</sup> Maria de Lourdes Pinto de Almeida  
[malu04@gmail.com](mailto:malu04@gmail.com)  
Universidade do Oeste de Santa Catarina  
Joaçaba – SC, Brasil  
CV Lattes  
<http://lattes.cnpq.br/6423120995725999>

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## Brief background

Another issue completed! Another success achieved by the International Journal of Higher Education [RIESUP] in complying with the modality of continuous publication. We are the only publication in the Portal of Scientific Electronic Journals that is two years ahead with its issues. This is a privilege in the academic world to be able to accelerate the publication of articles once they have been approved.

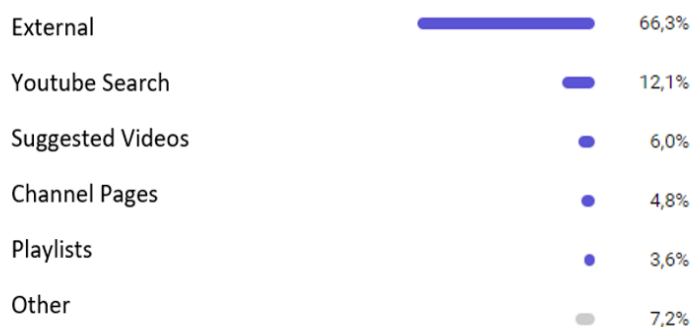
We would like to justify here that RIESUP has tried its best to do the reviews quickly, but this was not always possible. With the pandemic, many of our reviewers had to accumulate their work remotely, and the review was one more task in their routine. With the avalanche of work we received, many articles had too long of a review period, but nothing that we could put online at that time. Thanks to the collective work of the team, we were able to publish another issue and get another one off the ground. As good old Marx used to say, historical circumstances are always decisive! This case did not escape this analysis of the conjuncture.

In terms of innovation, starting with the 2023 issue, RIESUP began to use multimedia resources to make the magazine more accessible and to promote digital marketing to increase the visibility of the publication.

## About Accessibility Multimedia Resources

Accessibility Multimedia Resources (AMR) adopt the audio made by the abstract data, by means of artificial intelligence software. The video is made from one of the authors' own article reading.

These innovations are giving results from the very first moment until now with the creation of the [RIESUP Channel on YouTube](#). Below are the statistical data of access and views of the channel:



Source: [Canal RIESUP – YouTube](#) (2023)

Content	Visualizations	Viewing Time (hours)	Average duration of visualization	Impresions	Índice de clics de impresiones
<input type="checkbox"/> Total	863	16,3	1:07	5.427	3,5'g
<input type="checkbox"/> Critical pedagogy for public and social management	6 0,7S		0:31	414	1,2%
<input type="checkbox"/> International magazine of higher education Innovated...	54 6,3V	0,4 2,5%	0:26	410	0,7S
<input type="checkbox"/> Development and initial testing of the validity of the...	6 0,7S	0,0 0,1%	0:06	344	1,5%
<input type="checkbox"/> Anarchist educators and Freirean pedagogy with their...	84 97%	1,8 11,2%	1:18	277	4,7%
<input type="checkbox"/> International Journal of Higher Education Channel	141 16,3S	0,8 4,7%	0:29	252	2,8%
<input type="checkbox"/> Formative assessment and self-regulation of learning	24 2,8S	0,4 2,4%	0:59	207	2,9%
<input type="checkbox"/> Educational policy, access and innovation in education courses	7 0,8V	0,2 1,0%	1:19	193	1,0%
<input type="checkbox"/> BhlC-forms and teacher training in teacher training courses...	26 3,0V	0,5 3,2%	1:13	182	8,8%
<input type="checkbox"/> Canastra Anatomica: a pedagogical game for the...	205 23,8%	8,0 49,0%	2:20	180	7,2S
<input type="checkbox"/> Psychosocial support and school experiences of children ...	21 2,4S	0,3 1,9%	0:51	178	5,1%
<input type="checkbox"/> Entering a female student residence: the oppression	34 3,9S	0,5 3,2%	0:54	100	4,1%
<input type="checkbox"/> implementation of the Competency Management model.....	20 2,3%	0,4 2,2%	1:04	157	4,5%

Source: [Canal RIESUP – YouTube](#) (2023)

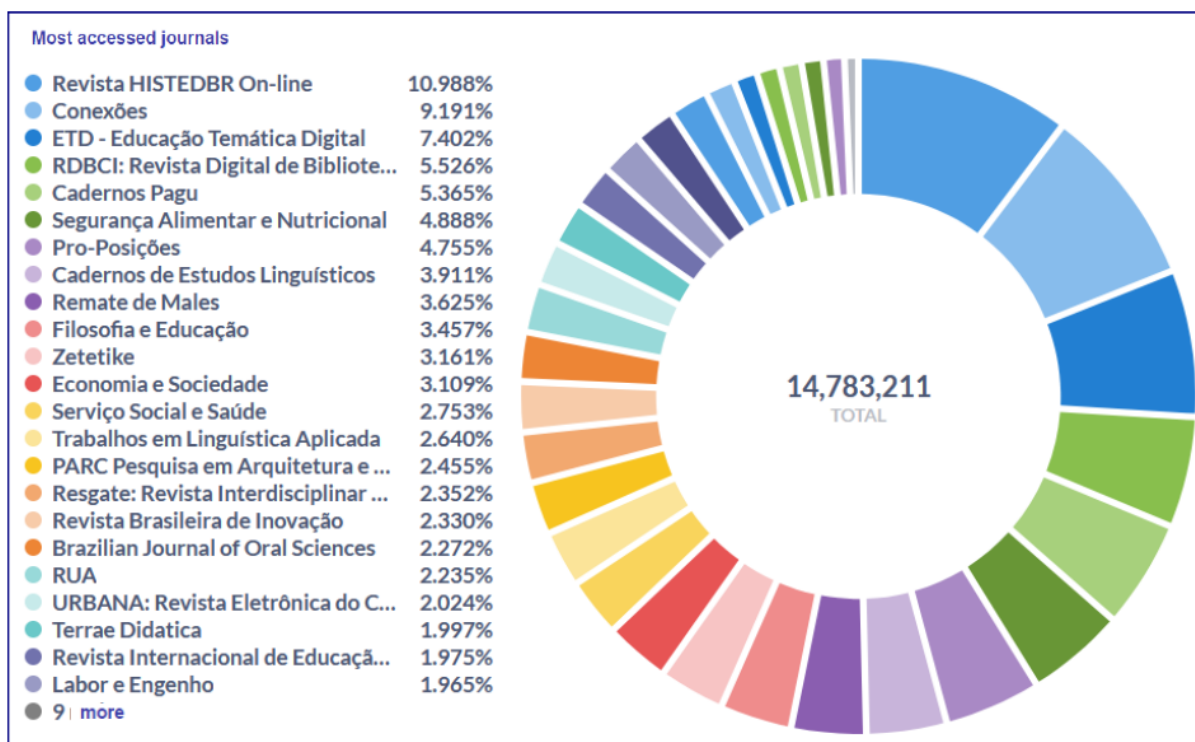
Viewer's gender	Visualizations	Average Time of Visualization	Percentage viewed Average	Display time (hours)
<input type="checkbox"/> Female	77,7%	2:22	122,5%	96,1%
<input type="checkbox"/> Male	22,3%	0:19	71,0%	3,9%

Fonte: [Canal RIESUP – YouTube](#) (2023)

Concluding on this subject of RMA, we found that our channel is accessed more by female users than male. Regarding the recordings of the abstracts we had an almost equal percentage between both genres.

### About Statistical Data at UNICAMP's Periodical Portal

Of the 34 (thirty-four) accredited journals of the Portal of Scientific Electronic Journals of UNICAMP, the RIESUP occupies the 22nd place of the most accessed, with almost 2% (1,975%) of the viewed journals and 291,940 accesses so far. This shows a distance seen before, as RIESUP was 27th in the ranking. This points out that the journal is increasingly reaching followers and having visibility in the virtual space, as illustrated in the graph below:



Source: [Metabase/PPEC, 2023](#)

### About Metrics [Index h]

Regarding the metrics of the journal related to Google Scholar, glimpsed by the H Index. The journal obtained since its creation until the present moment the H Index: 13, and its median: 17, as illustrated in the Google Scholar Metrics site below:

Publicação	Índice h5	Mediana h5
1. Revista Internacional de Educação Superior	13	17

Source: [Metrics do Google Scholar, 2022](#)

O índice h5 é o indexador h dos artigos publicados nos últimos cinco anos. Trata-se do maior número h de uma publicação, em que há artigos publicados de 2017 a 2021 tenham sido citados no mínimo h vezes cada.

### About regulation and institutionalization of RIESUP at UNICAMP

Since 2017, RIESUP, through the Faculty of Education of UNICAMP, to which it has always been linked through the GIEPES research group, has been trying to obtain its institutionalization through internal regulations.

Since the beginning [2017] of the request for institutionalization, there have been several negotiations, management changes, and only in September 2022, the journal obtained the approval of the regulations through Deliberation No. 318/2022, at the 366th Ordinary Session of the Congregation of the Faculty of Education, ensuring its institutionalization as a periodical managed at the University.

From this document, the journal is guaranteed the right to participate in internal tenders and to have its recognition institutionalized, among other things, in relation to editorial issues. It was worthwhile insisting on obtaining such a document because it also guarantees that the journal will continue to be hosted and managed by the UNICAMP Portal of Scientific Electronic Journals, where more than 30 scientific journals are hosted. The [full document](#) is available on the RIESUP website and can be downloaded by anyone interested.

### About the Production of this issue

Continuing the work, in this edition of Volume 9 (2023) we will publish 50 works, 35 articles, 09 researches, 05 experience reports and 1 review.

To open the section of articles, we have the text "Challenges to academic engagement in higher education: an analysis from positions on student satisfaction" by Leandro da Costa Santos, Leonardo Rolim Severo and Lindinalva de Alcântara Correia, all from the Federal University of Paraíba. The aim of this debate, according to the authors, is to discuss academic satisfaction as a factor for promoting academic engagement, based on a survey of university students. In addition, socio-demographic factors capable of influencing students' academic satisfaction were studied. The data collection instrument was a virtual questionnaire that counted on 320 valid responses from students of public and private institutions. In analyzing the data obtained, the authors used three types of statistical tests: descriptive statistics, multivariate analysis of variance (MANOVA), and analysis of variance (ANOVA). The results showed that most students feel academically satisfied with the opportunities in higher education and that the socio-demographic variables high school graduation, work and research activities in the educational institution significantly affect academic satisfaction. Excellent reflection for those who are in the field!

The text "The perception of quota students on the curricula of courses at the Federal University of Rio Grande do Sul with higher density between vacancies and enrolled" by Thalles Ricardo de Melo Silva from the Federal University of Rio Grande do Sul and Lizandro Lui from the Getúlio Vargas Foundation, is part of discussions on affirmative action in higher education institutions (HEI), aims to analyze how quota students perceive the curriculum of courses with higher density between vacancies and enrolled. The authors conducted interviews with 5 students from the courses with the highest density of students enrolled in the UFRGS. Three reasons guided the analysis about the perception of the curriculum: the density of the curriculum, its composition and the evaluation. The

respondents perceive the curriculum as dense, understanding that the curricular composition is the result of a selection that excludes some experiences of the cohort, according to the authors. If you want to know more, access the text and make a fruitful analysis of this very important and controversial discussion in this time of uncertainty that we are living in Brazil in this third decade of the 3rd millennium.

We also have the debate on "Contributions of indigenous people for the construction of a subaltern cosmopolitan curriculum" by José Licínio Backes and Ruth Pavan, both from Dom Bosco Catholic University, who interviewed indigenous students of undergraduate courses through qualitative analysis, bringing as results that indigenous people contribute to the construction of subaltern cosmopolitan curricula in different ways, such as fighting against stereotypes, recognizing that subalternation is not broken by an education that subalternates; the necessary articulation between knowledge and cultural context; building solidarity bonds with other subaltern groups; and insisting on building bridges and dialogue, even with those who historically do not want it. Controversial and extremely relevant debate for this state with a neoliberal, conservative and extreme right profile against minorities excluded from the capitalist mode of production since January 2019. It is worth reading and having a scholarly debate on this extremely important research for today's higher education!!

The text "Internationalization of and in Higher Education: Concepts and Approaches", written by Giselly Cristini Mondardo Brandalise and Marcia Regina Selpa Heinzle, both from the Regional University of Blumenau, presents us with a discussion on the differentiation of concepts of internationalization of and in higher education, based on studies developed in recent years on the subject. This is a theoretical essay in dialogue with several researchers who have revealed the potential of internationalization as a way of thinking about improving the quality of education and research for society. In evidence are proposals to operationalize it, called internationalization approaches, presented in this study: Internationalization of the Curriculum - IoC and Internationalization at Home - IAH. Ways are pointed out to advance the understanding of the concept, revealing other possibilities beyond the focus on internationalization as a goal for the commercialization of higher education. The intercultural exchanges and the solidarity with foreign colleagues that can support the development of this scenario are demonstrated.

" Legal education and gender issues: an analysis from the pedagogical projects of law courses in the city of Arcoverde, Pernambuco" by Fernando da Silva Cardoso, Paula Tenório Britto Galindo, both from the University of Pernambuco, and Antônio Lopes de Almeida Neto from the Federal University of Minas Gerais. The study aims to analyze the political, pedagogical and scientific role of higher legal education in the face of the approach and training committed to confronting violence and addressing gender issues. To this end, the authors problematize the traditional legal education, the necessary interdisciplinary and multidimensional view of the higher education of law graduates, and

the approximation between teaching, research and extension in this universe. A documentary analysis of the Pedagogical Projects of the Undergraduate Courses of Law (PPC's) in operation in the city of Arcoverde, located in the Sertão do Moxotó, Pernambuco, was carried out as a way to understand how the Higher Education Institutions (IES) situate gender issues in legal education. The results, according to the authors, point to the fact that the IES offer curricula that emphasize technique and dogmatics, to the detriment of discussions that promote a deeper dialogue on social issues, such as those of gender, in addition to maintaining the fragmentation of knowledge as a curricular mark.

Next, we have the debate on "Formative evaluation and self-regulation of learning in higher education" by Iron Pedreira Alves, Ivan Faria and Juliana Laranjeira Pereira, both from the State University of Feira de Santana. According to the authors, this new post-COVID-19 scenario, in view of the possibility of the definitive incorporation of these technologies into university teaching, would require, more than ever, the adoption of principles and practices that stimulate students' autonomy in their own learning and pedagogical practices that promote self-regulation. The aim of this scientific discussion was to present an overview of the research and reflections on the relationship between formative assessment and self-regulation of learning in the last two decades (2003-2021), with emphasis on the international literature and with a focus on higher education. The results, according to the authors, point to a growing integration between the theoretical fields of formative assessment and self-regulation of learning, as well as to the need to improve feedback practices, both in assessment activities conducted by teachers and in self- and peer-evaluation.

"Profile of dental students in the use of Instagram as a mobile and ubiquitous learning tool: cross-sectional study" by Maria Teresa Borges Araújo from Universidade Estadual Júlio Mesquita Filho, Veridiana Resende Novais from Universidade Federal de Uberlândia and Thiago de Amorim Carvalho from Centro Universitário de Patos de Minas. According to the authors, the objective of this discussion was to characterize the profile of the use of Instagram as a ubiquitous learning tool by dental students from public and private educational institutions. The research was qualitative-quantitative, as it is an exploratory investigation, with the application of a structured questionnaire, on the use of Instagram as a learning tool by students from a public higher education institution (Federal University of Uberlândia) and a private higher education institution (University Center of Patos de Minas), with students from the first to the last year of the dental course. As a result, according to the authors, it was found that Instagram can be a useful tool for the teaching-learning process, since students report its use for academic activities, and that teachers should encourage the use of this social media, even after the return of the face-to-face regime. Worth checking out!

"National Commission for Higher Education Evaluation (CONAES) between legitimacy and (in) definition of quality: records in minutes from 2016 to 2020" by Celia

Maria Haas of the Virtual University of the State of São Paulo and Fernando Mendes Tiago of the City University of São Paulo is an article fruit of a research that analyzed Conaes, in the debate of the quality of higher education. We collected 28 minutes of the meetings held between November/2016 and July/2020, available in the repository of the Commission, on the website of the Ministry of Education (MEC). The analysis of the minutes was based on the qualitative analysis software MaxQDA, considered a basic tool for coding and categorizing the occurrences in the collected texts. The results were extremely interesting, divided into two large blocks of analysis: the positive and the obstacles. According to the authors, there was no in-depth discussion of what quality is and what it means in and for higher education, with implications for assessment procedures. For Conaes, quality and indicators are synonymous, with no indication of what can be considered a quality institution or course, leaving the score obtained in the evaluations as the criterion. It is worth thinking about!

The debate on "Active Methodologies in the Conceptions of Higher Education Teachers: a new name that says nothing?" by Giselle Martins dos Santos Ferreira, Gabriela Gonçalves Ozório, both from Pontifícia Universidade Católica do Rio de Janeiro, and Laélia Carmelita Portela Moreira from Universidade Estácio de Sá, consisted in characterizing the confluences and disjunctions between the conceptions and pedagogical practices of Higher Education (HE) teachers and the ideas associated with Active Methodologies (AM). The discussion is organized around the trajectory of the teaching profession, planning and dynamics in the classroom, ideas about innovation, and ideas about AM. According to the authors, although the teachers indicate that they have little familiarity with MA, which is in fact a relatively recent expression, many of the teaching strategies they report are consistent with the practices and theoretical foundations of these methodologies as explained in the relevant literature. With this in mind, the authors propose several approaches to such a controversial and contemporary topic in higher education. Worth reading!

"Teaching resilience and pedagogical alternation in the learning of beginning teachers: the movements in the midst of emerging contexts" are a debate brought by Jordana Rex Braun (Federal University of Santa Maria) and Doris Pires Vargas Bolzan (Federal University of Santa Maria) resulting from the research "Beginning teacher in undergraduate courses and emerging contexts: learning for/to teach". The authors used Bolzan (2009, 2012, 2016), Isaia and Bolzan (2009), Isaia (2006), Morosini (2014), Tardif (2014), Imbernón (2009), among other authors. The research is qualitative narrative sociocultural. According to the authors, interviews were conducted, from guide topics, with novice teachers who work in the undergraduate courses of a public university in the interior of Rio Grande do Sul. For Braun and Balzan, it was evident in the data analysis that teaching becomes more complex as the transformations in society emerge in teaching learning, in which the movements of pedagogical alternation and teaching resilience imply in the learning to teach process of the beginning teacher who acts as a trainer of trainers.



In the sequence we will have the article entitled "The Implementation of the Competence Management Model in Brazilian Federal Universities: Paths Taken and Challenges Faced" written by Marcos B. L. Dalmau, Carolina Suelen da Silva and José Pereira do Canto. This text is the result of a research aimed at analyzing the stage of implementation of the Management by Competencies model in Brazilian Federal Universities in relation to the subsystems of human resources management. For this, according to the authors, it was sought to identify the existence of objectives, goals, actions or initiatives for the management of competencies in the IDP of these institutions, verifying the stage of implementation of the model in each subsystem and highlighting the challenges faced in the implementation of the model. Twelve universities, founded before 2006, were studied. In the results, the limitations pointed out are related to the limited deepening to the constituent elements of the management by competencies, without in-depth analysis of the decrees; and the exclusion of the universities whose creation took place after 2006, which, according to the authors, characterize gaps for future studies.

Joviles Vitório Trevisol, Geomara Balsanello and Sherlon Cristina de Bastiani give us the text "The policies and dynamics of post-graduation internalization in Santa Catarina - a study on the Western Region". According to the authors, the post-graduation expansion has not occurred uniformly in all regions of the country, since regional and intra-regional inequalities and asymmetries persist, and the reduction of these asymmetries has been slow. This research aimed to study the process of internalization of PG in Brazil from a specific unit of the Federation: Santa Catarina (SC), more specifically the Western Region. The study was developed through documentary research, systematizing and analyzing the main PG indicators available in the Sucupira Platform and GeoCapes databases. The data show that the expansion of PG in the Western region has been led by non-profit higher education institutions (HEIs). In 2019, non-profit HEIs offered 72.4% of PG courses, compared to 27.6% of public HEIs and 0% of the private for-profit sector. The first PG course in the Western Region was recommended by CAPES in 2005. In 2019, the region offered 29 courses (24 master's and 05 doctoral), representing 9.9% of the total courses in SC. The UFFS, UNOESC and UNOCHAPECÓ account for 82.7% of the courses offered. The city of Chapecó concentrates 71.4% of the PG courses in the region. It is worth thinking about!

"Internationalization of and in Higher Education: Concepts and Approaches" is the discussion that Giselly Cristini Mondardo Brandalise and Marcia Regina Selpa Heinzle bring to the table with the aim of broadening the discussion on the differentiation of concepts of internationalization of and in higher education, based on studies developed in recent years on the subject. According to the authors, this is a theoretical essay in dialogue with several researchers who have revealed the potential of internationalization as a way of thinking about the quality of education and research for society. As evidence, proposals to operationalize it, called internationalization approaches, are presented in this study: Internationalization of the Curriculum - IoC and Internationalization at Home - IAH. According to Brandalise and Heinzle, the results point to ways to advance the

understanding of the concept, revealing other possibilities beyond focusing on internationalization as a goal for the commodification of higher education, evidenced in intercultural exchanges and solidarity with international researchers, which can corroborate the development of this scenario.

The study "Academic performance: perceptions of students from the Physics course of a university in Minas Gerais" by Tarcísia Carolina Roberto Silva Duarte and Lucíola Licínio de Castro Paixão Santos is the result of an empirical research about the low academic performance in five first year subjects, considered difficult according to the criteria of the institution and in which the failure rates have been higher than 50% for more than a decade. The data come from documents generated from the application of questionnaires and interviews with students and made available by the university's undergraduate pro-rectory. The results showed different understandings regarding retention in the first year of the course and indicated the need for greater dialogue between students, teachers and the institution, aiming to develop strategies for student integration and affiliation and, consequently, the improvement of academic performance.

University teaching: teacher training in the area of Computer Science". by Pauleany Simões de Moraes, Marlo Vieira dos Santos e Souza and Jean Clemisson Santos Rosa study carried out in the Computer Science Department at the Federal University of Bahia (UFBA), in Salvador - Brazil. As methodology, qualitative research and action research were used with procedures directed to literature review, classroom observation, and training of the teachers of the referred department. According to the authors, it is observed that the formation offered in the Post-Graduation courses to university professors could be instituted in an interdisciplinary way with didactic-pedagogical and specific directions, emphasizing the constitution of the knowledge necessary for the exercise of teaching in Higher Education, with emphasis given to research in detriment of the formation of the university professor at Master's and Doctorate levels. Excellent reflection for the teachers who work in the *Stricto Sensu*!

Ceyça Lia Palerosi Borges, Leticia da Costa e Silva and Irene Carniatto discuss "The curricular environmentalization in Agronomy courses in two universities in Paraná: an analysis from the categories proposed by the Aces Network", fruit of a qualitative research characterized as an explanatory case study. The techniques of data collection were: documentary research and semi-structured interviews with 21 professors of the 48 selected subjects, with 4 course coordinators (first and current) of both courses studied. By analyzing the 10 characteristics that should be present in an environmentalized curriculum, proposed by the Curricular Environmentalization of Higher Education Network, the importance of the role of teachers in the success of curricular environmentalization in higher education is reinforced. Thus, according to the authors, even in courses with a sustainable orientation, as is the case of the Agronomy course at the Universidade Federal da Fronteira Sul - UFFS, it is the teachers' practices during the teaching and learning

process that make the difference for the success of the curricular environmentalization in the students' learning process. Therefore, the similarity in the presence of the ACES network categories in the curricula of the agronomy courses with emphasis on agroecology at UFFS and the conventional agronomy courses at Unioeste becomes understandable, even though Unioeste has fewer courses that deal with environmental issues than UFFS. Worth checking out!

"Academic engagement and positive mental health among university students" is the reflection of Enzo Lopes Amaral and Loriane Trombini that aims to describe the self-perception of satisfaction regarding academic performance, the degree of integration of students in their courses and also to identify the relationship between the perception of academic engagement and positive mental health. The research subjects were 3484 students from 37 undergraduate courses at a public university in the south of the country, with a mean age of 22.8 years (SD = 6.92). The results, according to the authors, indicated that almost half of the students (47.4%, n=1644) were not satisfied with their academic performance. Items related to academic experience indicated that the students surveyed perceived themselves as moderately adjusted to their course. Pearson's correlation showed a significant positive relationship between the dimensions of academic engagement and positive mental health. The strongest correlation between these constructs was between the emotional engagement dimension and positive mental health ( $r = 0.403$ ,  $p < 0.01$ ). It was demonstrated that the more students feel good about themselves and the university environment, the more they are emotionally engaged in their studies, which stimulates cognitive development.

"Computational modeling in the perspective of science, technology and society: scenario of the curricula of mechanical engineering courses in federal institutions" is the debate brought by Rodrigo Costa Batista, Mateus das Neves Gomes and Lucas Barbosa Pelissari that aims to analyze the presence of computational modeling (CM) as a learning methodology in the curricula of mechanical engineering degrees in federal public Higher Education Institutions, seeking to verify the existence of connections and articulations with the area of Science, Technology and Society (CTS). This article is the result of a descriptive study, by means of a qualitative approach from a documental research. The results, according to the authors, identified that the concepts related to MC and the CTS approach in the curricula of mechanical engineering courses do not work in an integral and continuous manner throughout the course. It was found that there was no direct relationship between the concepts analyzed and the performance of the institutions in course evaluation exams. It was concluded that along with the need to reformulate and adapt the curricula of mechanical engineering courses, there is the need to implement new evaluation methodologies.

Sayonara Ribeiro Marcelino Cruz and Eucidio Pimenta Arruda give us the gift of the article "Stricto Sensu post-graduation training and the use of digital technologies: a literally restricted field? "Teacher training for the use of digital technologies in post-

graduation", in order to understand how the relationship between learning and technologies has been treated in higher education. A literature review was conducted in the Periodical Portal database of the National Coordination for the Improvement of Higher Education Personnel (CAPES), from 2015 to 2018. According to the authors, there has been a great quantitative and qualitative leap, considering the increasing increase not only in the number of works, but also in the thematic possibilities that include thinking about the relationships between technology and education. Forty-two papers were found that specifically deal with the discussion of ICT in master's and doctoral programs in education. Of these, only 10 are directly related to the research objectives and confirm the predominant (and necessary) concern with the technical dimension (methods, techniques, strategies, skills and competencies). For Cruz and Arruda, this set of selected works presents little evidence of articulation with the conceptual and pedagogical dimension, without which it becomes impossible to advance in the appropriation and diffusion of the potentialities of ICT and their repercussions on learning.

"Contributions from the literature on the beginning of teaching in higher education" is the article written by Marina Cristina Zotess, Sandra Leal Calai and Sandra Regina Gimenez-Paschoal, which aimed to investigate, through a non-systematic bibliographic review, scientific publications that address the variables involved in the teaching process of the beginning university teacher, as well as those that cause illness and difficulties in teaching. For this purpose, the Scielo database was used and articles from 2015 to 2019 were searched using six specific descriptors. As a result, three tables were obtained from the four articles selected in the search, which expanded the concepts of 1) teaching, 2) difficulties in teaching and 3) forms of illness as a university teacher. The data obtained, according to the authors, bring the idea that in this professional context there are consequences that extend from the workplace to the personal life, such as levels of stress, anxiety, depression, due to the pressures, demands and excessive workload required especially for beginning teachers. For Zotes, Calai, and Paschoal, there is a need for more research in this area, especially empirical research that can contribute not only to the scientific community, but also to improving the quality of life for beginning teachers.

"The Continuing Education at a Community College from the Perspective of its Teachers" is the discussion brought by Ricardo Luiz de Bittencourt and Caroline Fenali Fernandes. The main authors that supported this research were Nóvoa (1992; 2012), Nóvoa and Amante (2015), Pérez Gómez (1998), Garcia (1999), Tardif (2000), Masetto (2003), Cunha (2008; 2009) and Contreras (2012). The research had a qualitative approach and used the semi-structured interview as a data collection tool. The research subjects were eight university professors who had the most participation in the continuing education program proposed by the university in 2018. Of these eight, two teachers were selected by area of performance, being: Humanities and Education (HCE), Science, Engineering and Technology (CET), Health Sciences (SAU) and Applied Social Sciences (CSA). According to the authors, the results indicate that the teachers perceive the training as an

opportunity for the liberal professionals to have access to pedagogical knowledge, since most of them do not have specific training in the field of education. The research showed that teachers perceive in-service training as an important space for critical reflection on the teaching profession.

Paulo Fioravante Giaretta, Arlete Cristina Motovani Ziliani and Ligiane Aparecida da Silva present us with the article "The BNC-training and teacher training in undergraduate courses at the Brazilian University: the training of the intellectual teacher in dispute" According to the authors, the discussion aims to present an analysis of the possible impact of the new curricular guidelines for teacher training in undergraduate courses at the Brazilian University. Methodologically, the work is presented as an analytical-critical exercise, structured from the historical-dialectical materialism and with theoretical support in Gramsci's conceptions (1968, 2002). This research, according to the authors, reveals the design of a homogenizing logic for the teacher training policy of the BNC training, produced from the organic intellectuality of capital and focused on a pedagogy of results. Thus, explicit intentionality to reduce the spaces to think about training for teaching in a perspective of cultural promotion, expression and organization of the social practice of human activity of the subaltern classes and of a pedagogy capable of promoting an inseparable articulation between the technical, scientific-pedagogical and socio-political dimensions of teacher training.

Pedagogy training in Latin America: notes on Argentina, Brazil, Colombia and Mexico is the debate brought by José Leonardo Rolim de Lima Severo and Selma Garrido Pimenta, whose objective is to analyze the disciplinary condition and the formation in Pedagogy in Argentina, Brazil, Colombia and Mexico, from the examination of the institutionalization process of pedagogical studies in higher level and the formative configurations of courses of Pedagogy (Colombia, Brazil and Mexico) and Education Sciences (Argentina). These are courses with comparable curricular objectives, since they aim to train educational professionals in the broader framework of pedagogical work, without focusing exclusively on teaching. According to the authors, the data on pedagogical configurations consisted of the curricula of seven courses from two Mexican universities, two Colombian universities and three Argentinean universities. In the Brazilian context, the Pedagogy course was problematized in view of the contradictions of its current national curriculum guidelines, approved in 2006. Based on this panorama of data, it was possible to establish the comparative-reflexive critique that in Argentina, Colombia and Mexico there is a more evident academic effort to situate Pedagogy as a disciplinary field, especially as a basis to justify the existence of courses aimed at the training of educational professionals beyond the teaching profession, including with specific curricular components that encompass the identity bases of Pedagogy.

Vitória Emanuela Santos Machado and Iêda Maria Barbosa Aleluia discuss "Medical students' knowledge about narrative medicine: where are we and where are we going?", whose objective was to identify medical students' knowledge about narrative

medicine, in a private college in Salvador, through a cross-sectional, analytical study, with a qualitative approach through content analysis. Included medical students from the third to the sixth semester, in two stages: first with an online form with the question: "Do you know what narrative medicine is?", with a binary option of "yes" and "no". The second, according to the authors, was a focus group with a subset of these students. There were 134 participants in the first phase, with 123 answering "no" and 11 answering "yes". In the focus group, 3 categories emerged. 1. "Language" as the impossibility of separating it from the patient's narrative. 2. "Empathy" with the need to establish a bond with the patient that would allow the anamnesis to be done in a natural way. 3. "Cake recipe / Narrative" is the expression of the stiffening proposed by medical schools in a medical interview and the attempts of students to reshape it to find more naturalness in the doctor-patient relationship, promoting the importance of Narrative Medicine. The results of this study for Machado and Aleluia show that the medical students at this private college have an intuitive knowledge of Narrative Medicine, as it is woven into the principles of the institutional teaching program.

"The process of mercantilization of Higher Education in Brazil and the denial of human formation: a critical analysis from István Mészáros" by Renato Oliveira and Pedro Pereira dos Santos is the result of a research developed in the light of dialectical historical materialism, has a bibliographic and documental character, with a focus on the qualitative approach of the data, from books, articles and official documents. The results show, according to the authors, that the process of mercantilization of Higher Education in Brazil is historically linked to the expansion of this level of education, based on the reforms of the Brazilian State in the educational field, showing its subordinate position in relation to the demands imposed by capital; and that the role of business groups in the educational sector and the educational policies of financing and granting scholarships, with the goal of expanding access to this level of education, are two important factors that attest to the way in which the mercantilization of Higher Education is occurring today. In light of this, it is urgent to build strategies aimed at overcoming this model of education, so that the fight against mercantiled education presupposes overcoming capital and all the other instances to which it subordinates, especially legal determinations, political conventions, and the bourgeois state.

" The socio-cultural profile of the students of the degree in rural education of the Federal Rural University of the Semi-arid: which subjects of the semi-arid do we talk about?" by Emerson Augusto de Medeiros and Giovana Carla Cardoso Amorim is an article that was based on a documental survey, taking for analysis information from 257 students of the referred degree. The analysis is systematized along five "thematic axes," namely: a) number of male and female students; b) age range of graduates; c) ethno-racial affiliation; d) family income bracket; e) place of birth of students. Medeiros and Amorim conclude that the majority of students are women, between the ages of 17 and 25, self-identify as brown or black, have a family income of up to two minimum wages, and come from cities

in the western Potiguar region of the state of Rio Grande do Norte. According to the authors, these aspects, among others, point to the feminization of field education teacher training and the inclusion in higher education of social groups from the semi-arid region of Potiguar that have been marginalized in the formation of Brazilian society.

"The University Field in UFMG (Brazil) and UBA (Argentina) the clash between scientific capital and pedagogical capital" by Juliana Santos da Conceição and Júlio Emílio Diniz-Pereira is a synthesis article of a research carried out from a comparative study of actions of professional development of teachers carried out in a public university in each of these countries. The theoretical basis was based on Bourdieu's studies to discuss the concept of field and, based on it, the scientific capital and the pedagogical capital in the university field. The methodological path adopts a qualitative approach linked to the principles of comparative research. As a whole, the comparative analysis presented in this research, according to the authors, reveals university fields with marked differences in terms of the value given to the capitals involved in each field, and these differences are directly related to the place that professional development actions will occupy in the university. In this sense, the authors defend the existence of another capital within this field, other than the scientific capital already widely discussed by Bourdieu, and we believe that with a different configuration of the university field, the pedagogical capital could come to occupy a prestigious place within it.

"Indicators of quality in the teaching of pediatrics in times of pandemic a narrative review" by Rachel Myrrha Ferreira and Clésio Gontijo do Amaral" is an article that was based on a research whose methodology was a search for articles in Pubmed, Google Scholar, Revista Brasileira de Educação Médica, Portal de Revistas da USP and Revista da Avaliação da Educação Superior (Campinas), and through 7 inclusion and exclusion criteria, 16 papers were selected. From the selected articles, 8 indicators of teaching quality were highlighted and discussed: "interaction", "evaluation distributed throughout the discipline", "acquisition of motor skills", "combination between theory and practice", "internationalization", "territoriality", "acquisition of communication skills", and "accessibility". According to Ferreira and Amaral, due to the practical nature of medical disciplines, especially those of the clinical cycle, such as pediatrics, there are few articles that address the issue in a more specific way. Thus, according to the authors, many works are not perfectly adapted to the teaching of pediatrics in the context of remote emergency, and therefore further research on this issue is necessary.

In the sequence, we have the text "Voices of the teaching experience and management in academic life" by Franciane Ester de Souza and Inajara de Salles Viana Neves, which discusses the teaching work with the background of a critical understanding of the tensions that cross the work process of the university teaching professor, considering, central, the exercise of management activities related to leadership positions, coordination or direction and representation in collegial organs in the university. The research problem that permeates the entire discussion is related to the professional practice of the researcher

in the face of the silence perceived in relation to the work of university teachers in these activities. In a qualitative approach, the study was developed from the analysis of the memoranda for promotion to full professor of five professors from an academic unit of the Federal University of Minas Gerais. The research had as methodological choice the narrative research and as object of analysis the narratives of the university teachers, in order to understand the experience from the management perspective. Bardin's Content Analysis (2008) was used as a method to operationalize the exploration of the research object, as well as the treatment of the results. The results of the research, according to the authors, recognize that the university teacher faces daily the challenge of being a teacher-researcher-manager in the logic of capitalist society, permeated by contradictions that are expressed in education and in the work of this professional.

"The Experience of Students of the University for All Program (PROUNI) in the Scientific Production in Theses and Dissertations. 2007-2017" by Polyana Raquel Pedroso and Maria Lourdes Gisi, analyzes master's theses and doctoral dissertations in the database of the Brazilian Digital Library of Theses and Dissertations (BDTD). The systematic review protocol proposed by Schiavon (2015, pp. 54-72) was used, in the following stages: 1- Validation of the existence of the review on the topic; 2- Preparation of the review protocol; 3- Application of the review protocol; 4- Analysis of the collected studies. Thirty-one publications were found in this study, of which 9 were doctoral theses and 22 master's theses. According to Pedroso and Gisi, the study showed several perceptions about Prouni, but what stands out is that it is seen by most as a program that does not democratize Brazilian higher education, because although this policy allows access to higher education, it does not care about the permanence of these students and does not guarantee the universality of the right to higher education for all young Brazilians. It can also be concluded, according to the authors, that these students belong to a working social class and that they face several difficulties to remain in the university environment, difficulties that go far beyond the economic scope and have implications in the subjectivities of the students.

Our next article is about "Innovative Practices in Higher Education" by Janaína Rodrigues Reis Nascimento, Barbarah Silva and Mariana Batista do Nascimento Silva, who studied undergraduate courses in the last 10 years, according to published articles, in order to identify which teaching practices, carried out in higher education, were considered innovative. The research was qualitative, exploratory in nature. The database used was Scielo (Scientific Electronic Library Online). The articles distinguished the innovation present in two categories: innovation in pedagogical resources and innovation in practices and methodologies. Innovation in pedagogical resources was observed in two of the articles analyzed. Innovation in teaching practices and methodologies was observed in the other articles analyzed, eight of them. In these articles, according to the authors, the following practices were considered innovative: training sessions, proposals for pedagogical advice, internship methodology combined with research, interdisciplinary training program,



practical application of concepts learned in the discipline, development of online courses, blended learning and flipped classroom.

In the sequence we will have a discussion about "Meaningful learning: study about the vision of teachers in Higher Education" by Cecilia Rosa Lacerda and Marlene Gomes Guerreiro, result of a qualitative research, having, as methodological procedures, bibliographic study and semi-structured interviews with higher education teachers. The context of the study was a University Center located in the Central Sertão of Ceará, with professors from the psychology course. The analysis was developed through the teachers' perception about the use of active methodologies in higher education, as well as pointing out the difficulties and challenges when working with strategies that value and stimulate the relationship between theory and practice. The research results indicated that the teachers' view of significant learning refers to the concept attributed by Ausubel (1982) regarding the understanding of significant learning, in which they recognize the importance of the interaction of prior knowledge with the knowledge reelaborated in the daily life of the classroom. Learning is considered significant when it expresses a reflected practice, capable of modifying the student's perception in relation to the systematized and reconstructed knowledge.

Francisco Regis Vieira Alves gives us an article entitled "About the (Ph.D.) (Philosophiae Doctor) the 'Viva Você' and variants of the academic doctorate in a national and international scenario" which discusses a secular notion or tradition incorporated by medieval universities called "Viva Você" (viva voce) (sustenance de these) which, in a prosaic way, involved an oral examination to evaluate the candidates (or university professors) at the moment of presentation of a "dissertation" or "thesis". Thus, in the course of an appreciation of the evolutionary process of the notion of "Ph.D." (Philosophiae Doctor), one can observe a shift of emphasis from teaching and that, during the 19th and 20th centuries, there was a greater emphasis on research, according to a modern university paradigm. Moreover, it is possible to identify, more recently, a discussion around the notion of professional doctorate, which is constituted as a new variant of the academic doctorate. Finally, faced with a recent scenario of the experience of professional doctorates in the area of TEACHING - 46 in Brazil, the paper points out a current and necessary discussion about the role of the "Viva Você" that cannot figure as an indefectible ritual both for academic doctorates, as well as for the case of professional doctorates in recent evolution.

"(In)Existence of male students in the Pedagogy course: why do they drop out?" by Josiane Peres Gonçalves and Maria Cristina de Sousa Benitez is the result of a research that deals with the academic evasion of men in the Graduate Course in Pedagogy of the Naviraí Campus of the Universidade Federal de Mato Grosso do Sul (CPNV/UFMS), and aims to identify the main reasons that motivated male students to enter and drop out of the said course. After a survey of the number of males entering, leaving and graduating from the course studied, three of the dropouts were identified and individual interviews were recorded. According to the authors, the difficulty of reconciling the university course with work, the lack of knowledge about the pedagogical training and the low remuneration of the teaching profession are factors that influence the dropping out of male students of the CPNV/UFMS pedagogy course.

Pricila Kohls-Santos and Patricia Estrada Mejía discuss "Technology-mediated support mechanisms: a proposal based on what the students say", based on a qualitative-quantitative research with university students from Brazil and Colombia. The students participated in the research by means of an electronic questionnaire, and for this study, the variable "digital technologies" was considered for the analysis of the results and proposals of support mechanisms, and the analysis was performed by means of descriptive statistics and content analysis. As a result, according to the authors, even before the pandemic, students cited the resources of digital technologies as an ally in the teaching and learning processes, resources to experience and learn about the realities of students and professionals from other countries, to increase interaction between teachers and students, as well as to facilitate administrative processes. In this sense, according to Santos and Mejía, the possibilities offered by digital technologies, mainly through the Internet, can help teachers, managers and educational institutions to accompany students in their academic processes, both now and in the future, when they return to face-to-face activities.

"Teaching through Investigation in Didactics Classes for the Initial Training of Chemistry Teachers" by Ana Paula Guttmann, Zenaide de Fátima Dante Correia Rocha and João Paulo Camargo de Lima had the objective of analyzing the effects of an investigative class in a class of undergraduate chemistry students, during the discipline of General Didactics. Two investigative classes were developed, one in the experimental methodology and the other in the methodology of projects through design thinking. At the end of the two courses, the students answered two guiding questions: "What does this course enable you to learn about creating lesson plans and your own practice as a future teacher?" and "How does this knowledge contribute to your education?". The results show, according to the authors, that the proposed activities contributed in a promising way to the students' process of understanding how to prepare a lesson plan, in addition to enabling the use of an inquiry-based teaching methodology for the development of their future teaching practices.

Opening the section "Research Articles" we have the text "University Teaching: Training Courses for Baccalaureate Teachers in the Course of Veterinary Medicine" by

Mayara Alves Loiola Pacheco, Antonio Germano Magalhães Junior and Rachel Rachelley Matos Monteiro. This text is the result of a qualitative research based on a case study involving the baccalaureate professors and the course coordinator. The theoretical foundation was based on the studies of García, Tardif and Lessard, and Schön. From the results we identified an emerging need for discussion on pedagogical training, the re-signification of the practices of baccalaureate professors, as well as the need for an institutional investment that dialogues with university teaching.

In the sequence we have a discussion on "Entering a female student housing oppression and dehumanization in the context of poor students" by Ermita de Souza Santos Rodrigues and Bruna Sola da Silva Ramos. The present article is the result of a research aimed at understanding the way of life of female students in a university residence in the interior of Minas Gerais. The methodology used was participant research, with four female students as subjects, focusing on the Freirean theoretical reference. Through participant observation and interviews with the residents, racism, machismo and hunger were revealed. In the midst of the search for resistance in the university space, the students denounce the dehumanization to which they are subjected in their daily lives and expose the radical ethical-political demand of our universities to guarantee the protection of vulnerable students who seek in higher education opportunities to change their oppressive realities.

Fernanda dos Santos Paulo presents "Pedagogical Letters as a Methodological Instrument for Participatory Research". This article intends to present theoretical and practical contributions to methodological reflections on participatory research in education, based on the use of Pedagogical Charters as a methodological tool. To this end, it presents experiences of academic research using this methodological tool, accompanied by a systematization of experiences based on the reference to emancipatory popular education and a literature review. It is situated within the framework of participatory research and critical social science, addressing the following methodological topics: i) principles of popular education; ii) types of participatory methodologies; and iii) the use of pedagogical maps in qualitative research in education. The results expose the promotion of work based on Pedagogical Charters as a methodological tool, concluding that this methodological proposal is new in the context of academic research. According to the author, this debate expresses the ethical-political commitment of the researcher in the educational movement of participatory research as a rupture of the processes of colonization of knowledge, subordinated to the capitalist system, elitist education and colonial society.

"Interiorization of Postgraduate Education in the Southern Region: Stricto Sensu Dispersion and Concentration of Excellence" by Wellington Tischer and Valério Alecio Turnes. The objective of this article was to analyze the distribution of stricto sensu Postgraduate Programs (PPGs) in the South Region in the 21st century. The PPGs represent a significant part of the applied and basic research within the Higher Education Institutions (HEI) carried out in Brazil and that has been interiorizing from public policies of higher education. Secondary data were used from the base available in the Capes Georeferenced

Information System (Geocapes) for the years 1998 and 2018. The expansion of PPGs reveals differences between the three states in terms of capital and interior, public and private, fields of knowledge and course concepts. According to the authors, the recent restructuring of federal institutes and universities has had effects on graduate studies, such as a dispersion of PPGs in the interior and a concentration of research excellence in consolidated HEIs. PPGs in multidisciplinary fields and professional master's degrees are the fields of knowledge and academic degrees that have grown the most over the period, but their state of excellence is still limited. There is also a tendency for PPGs in life sciences, exact sciences and technological sciences to grow in new campuses, new universities and federal institutes created after 2000 in inland municipalities.

"Biomedical Engineering: Professional Choices in Teaching Trajectories" by Maria Angela Boccara de Paula, Alessandra de Cássia Grilo and Maria Auxiliadora Ávila aims to know the profile and process of teaching professional choice in EB. The study, qualitative and with a biographical-narrative approach, was carried out with the participation of 11 professors of a BS course, three women and eight men, working in a university in the Paraíba Valley, São Paulo State. Sociodemographic and educational data were obtained from the Lattes platform and confirmed through reflective interviews (SZYMANSKI, 2011). The teachers interviewed had different academic backgrounds, were Ph.D.'s, mostly male, with a mean age of 43 years and a teaching career of 9.3 years. Several paths led the teachers to EB, such as career choice and opportunities for professional development. Although it was not the first career choice, it proved to be an option for training and an opportunity for professional achievement. The results, according to the authors, indicate the importance of broadening the reflection on professional choice and training in EB, in order to promote, stimulate and share alternatives that contribute to the promotion of knowledge and encourage the training of new professionals.

"Development and Contributions of the Pharmacy Internship at the Hospital Universitário Lauro Wanderley" by José Rômulo Batista, Ana Paula Furtado Soares Pontes and Alan Leite Moreira. This research aimed to analyze the development and contributions of the internship carried out at the Hospital Universitário Lauro Wanderley for the training of pharmacy students from the Federal University of Paraíba. In addition to the bibliographic and documentary review of the internship in the said course, semi-structured interviews were conducted with the internship teachers and supervisors, and questionnaires were applied to the internship pharmacists and students. The data obtained were analyzed using the technique of content analysis. According to the authors, based on the understanding of the referenced subjects, it was considered that, despite the indicated gaps, this internship has achieved its objective, contributing in a satisfactory way to the training of undergraduate pharmacy students.

"The objective of this study was to analyze, from the representations of professors and university students, the interactional processes and practices involved in the educational relationship. The qualitative research produced data through narrative

interviews with 6 professors and 6 students from 3 undergraduate courses at a public university in rural Bahia. The narratives of these subjects were analyzed using the method of content analysis. The narratives presented by the subjects were organized and analyzed according to three dimensions: teaching practices, educational relationship and dialogicity, and classroom interactions. The representations of the research subjects, according to the authors, showed a process of paradigmatic transition in the educational relationship, based on the teaching practices adopted in the classroom. In addition, they highlighted the importance of dialogue and interaction in creating the necessary conditions for the learning process to take place assertively.

"Pedagogical Training of University Teachers: Contributions and Gaps Identified in the Process of Reviewing the Intellectual Production" by Janete Francisca Dias and Juliana Cordeiro Soares Branco is an excerpt from a Master's research entitled: Formative processes of teachers working in bachelor courses and the implications in their pedagogical practice. The research seeks to investigate the formative processes experienced by teachers of baccalaureate courses in their professional trajectory and the implications in their pedagogical practice. In this study, of a quanti-qualitative nature, we will investigate the academic productions published in the decade 2007-2017 on the theme: pedagogical training of university teachers, aiming to know the contributions of these researches in the construction of knowledge produced in the field. As a source of information, we used the complete papers published in the Annals of the Annual Meeting of the National Association of Postgraduate Studies and Research in Education - ANPED; in the bank of theses and dissertations of the Library of the Federal University of Minas Gerais - UFMG; and in websites that publish productions related to the field of education. Based on the information presented in Figures 1 to 10, we found that the discussions on this topic are still in their infancy. According to the authors, the results showed that the pedagogical training of teachers is still undervalued in the university environment, without the necessary legitimization by the higher education institutions.

"I just want to raise fish! The construction of meanings for chemical concepts in an aquaculture course" by Ana Luiza de Quadros, Dalva Ester da Costa Ferreira and Roberta Guimarães Corrêa aims to construct meanings in the discipline of general chemistry offered to students of an aquaculture course. Problem-based learning strategies were used in a class of students from this course and we analyzed their involvement in the activities. According to the authors, we observed an appreciation of the content developed and an active participation of the students in all phases. The greater appreciation of the discipline observed in this class, according to Quadros, Ferreira and Guimarães, may have implications for general chemistry teachers, as well as a new challenge to plan new experiences.

At the beginning of the section "Experience Reports", we have a discussion on "Internationalization at Home as a Hub in Higher Education: a Training Proposal",

prepared by Valeska Virgínia Soares Souza and José Celso Freire Junior, which aims to socialize a training experience for teachers and administrative staff of a higher education institution for internationalization at home. The focus of the course was to familiarize the participants with the theoretical and practical concepts surrounding the theme of internationalization at home, including administrative and linguistic issues, as well as the analysis and ideation of internationalization practices. Following a qualitative methodological perspective, the perceptions of the teacher trainer were recorded in field notes throughout the course and the opinions of the other participants were collected through semi-structured questionnaires at the end of the course. According to the authors, the results indicate the relevance of the course objectives and the quality of the proposed modules. While reasons external to the participants, such as lack of time and the offer period, led to dropouts, reasons related to the quality of the pedagogical proposal and mediation and interaction issues led to persistence. Souza and Freire Júnior conclude that training activities of this kind are essential for Brazilian higher education institutions to mobilize allies within their own institutions to promote internationalization at home.

"Conceptions and reflections of members of the academic community of the Universidad Nacional de Córdoba about food sovereignty and food security in the nutrition curriculum: report of an academic visit" by Gabriel Cunha Beato, Lidia Ana Del Valle Carrizo and Maria Rita Marques de Oliveira aims to report the experience of an interview-guided academic visit conducted at the School of Nutrition of the Faculty of Medical Sciences of the Universidad Nacional de Córdoba in 2019. Structured interviews were conducted with 7 key figures about the understanding and presence of food sovereignty and food security in the current undergraduate curriculum in nutrition. The main findings, according to the authors, were that the key characters had knowledge about these issues, but that this content was not clearly present in the curriculum.

"Epistemology and Educational Sciences: classical epistemological concepts in the construction of dissertations", by Jorge Alejandro Santos and Tania Mara Zancanaro Pieczkowski, aims to address a training experience in the field of Education regarding the classical epistemological concepts, i.e. related to the production and legitimation of scientific knowledge. It refers to the extension course "Logic and Methodology of the Social Sciences" taught in the Graduate Program in Education at Unochapecó in early 2020. Most of the participants were Masters students from the *Stricto Sensu* Postgraduate Program in Education at Unochapecó, but there were also participants from other *Stricto Sensu* postgraduate programs at the institution, such as Health Sciences, as well as students from other universities in the region. The course was intended to be original in the sense that, instead of focusing on the theoretical aspects and discussions typical of epistemology, it directed attention to the practical application of these ideas in the construction of a master's thesis. This article describes this experience, presents the pedagogical strategy used to achieve the course objective, and evaluates its results. It is worth a look!

"The Dynamics of Playful Experiences in the Classes of Research and Internship in Early Childhood Education" by Sandra Alves de Oliveira, Jany Rodrigues Prado and Sônia Maria Alves de Oliveira Reis is a report that aims to analyze, as already stated in the title, The importance of the dynamics of playful experiences in the training and teaching practice of future teachers who participated in different teaching-learning methodologies used in the classes of Research and Practicum in Early Childhood Education, by the teachers who teach this curricular component, by the teaching fellows and by the students of the 6th semester of the morning shift of the University. The teaching fellows and the students of the 6th semester of the morning shift of the Pedagogy Course of the Department of Education (DEDC) of Guanambi, Campus XII of the State University of Bahia (UNEB), in the first semester of 2018. The playful experiences during the classes were an important moment of reflection on how the students could think about their planning for children in early childhood education, the stage in which they would have to conduct the internship activities. According to the authors, it was important to think about teacher education based on the relationship between theory and practice, the transition between university and basic education, the inseparability of curricular, academic and experiential knowledge.

" Using business simulators in management education: reporting the experience and evaluating the results" by Douglas Heinz, Maria José Carvalho de Souza Domingues and Iara Regina dos Santos Parisotto has as objective of this study to evaluate the perception of academics participating in the experience of implementation and use of business simulators in an undergraduate course of a Higher Education Institution (HEI) Community in the State of Santa Catarina. The results, according to the authors, indicate that the adoption of a business simulator should be accompanied by pedagogical criteria, such as the definition of clear learning objectives, and operational criteria, such as the preparation of classes and procedures for applying the game. In addition, the results of a survey of business academics involved in the use of the simulator are highlighted. For Heinz, Domingues and Parisotto, the students' perception of the contribution of the game to their professional training was positive, especially because it allowed the integration of the contents worked on individually during the course.

In the Review section, we have Andreia Aparecida Simão, from the Universidade do Oeste de Santa Catarina, reviewing the book written by our dear Professor Olinda Evangelista - UFSC, as the main organizer of the work published as a collection, published by Editora Mercado de Letras, entitled "Misadventures of Teachers in the Training for Capital".

There is nothing left for us to do but to wish you all a fruitful reading and a year 2023 full of health, prosperity and hope in the construction of a better Brazil.

Campinas, January de 2023.

Maria de Lourdes Pinto de Almeida  
Gildenir Carolino Santos

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