


**PRESENTATION: ABOUT DEVASTATION AND CONSTRUCTIONS ON THE 2020 EDUCATION<sup>1</sup>**Darsie, Camilo Moretti, Cheron Zanini 

In that direction,' the Cat said, waving its right paw round, 'lives a Hatter: and in that direction,' waving the other paw, 'lives a March Hare. Visit either you like: they're both mad.'  
'But I don't want to go among mad people,' Alice remarked.  
'Oh, you can't help that,' said the Cat: 'we're all mad here. I'm mad. You're mad.'  
'How do you know I'm mad?' said Alice.  
'You must be,' said the Cat, 'or you wouldn't have come here.'

Lewis Carroll, Alice's adventures in Wonderland, 2000, p.90.

We chose the passage from Lewis Carroll's work to begin this editorial, having in mind that 2020, so far, has demanded a great amount of courage and caution, persistence and resignation, luck and improvement, humor and seriousness, but mainly "madness".

Yes! It was essential to be crazy to overcome the uncertainties, the desires, as well as the isolation and social distancing that intersected the first eight months of the year. In the same way, we believe that many people are aware of the fact that areas such as Education, Health, Economics, Social Science, Exact Science, and more are being put on a daily test, while professionals and other people who depend on them have their lives adapted to conditions in a constant adjustment, that sometimes is a weekly change.

In addition, we risk increasing our "2020 challenge list". The Brazilian political and economic situation is marked by tensions, disputes and obstacles that ended up causing – or making popular – a kind of degradation and collapse of what we know as Science and for which many of us dedicate our lives and our careers.

In this context, once again, inequalities related to race, beliefs, gender, sexual orientation, bodies that do not fit the standards (our rich and relevant differences) were potentiated and popularized as if they were productive. We contemplate and fight again – for the obvious – on and for the issues and topics that we used to consider already in an advanced stage, and now we see in a powerless way, the radical renewal of hidden and silenced prejudices, however, active. The University was called "enemy of society". What a shame!

Nevertheless, we understand that those circumstances, built forces and caused damage at the same time – some irretrievable, other preventable. Thus, the damage that comes from the education, work, quality of life, resistance, approaches, strengthening, and social emancipation fragile

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<sup>1</sup> This text is a translated and revised version of the article "*Apresentação: sobre os destroços e as edificações de 2020 na Educação*" from Camilo Darsie and Cheron Zanini Moretti. The revision and translation of this text, were made by Sandra Barzallo, Master's degree on Education student.

opportunities, nowadays opposites that complement each other and drive us to places, sometimes terrifying places, sometimes encouraging places.

Perhaps it is about the 2020 devastation and constructions that we agree and work together for the maintenance and survival of what we have worried long time ago and that now guide or steps: Education. It is essential to continue to be aware, active, and optimistic.

For this reason, we are immensely grateful to the *Reflexão e Ação* Magazine colleagues who will give through their articles, their opinions, technical, linguistic, editorial, and normative revision on time work for this hard year edition. In this way Volume 28, number 3 (September-December), says goodbye to year 2020, although with some antecedence, presenting a set of stimulating and invigorating articles.

The first article, entitled "Non-formal integration of migrants and refugees in Portugal - Integrararte Project", Maria João Faria and Clara Costa Oliveira, from *Universidade do Minho*, discuss a project that was developed with two families from Portugal. According to what they highlight, the experience, the discussions are based on the emancipatory perspective of permanent and communitarian education.

In "Work and labor development by self-confrontation", Daisy Moreira Cunha and Daniel Fabián Roca Flores Pinto, both from *Universidade Federal de Minas Gerais* and Maria Leda Almeida Muniz from *Universidade Tecnológica do Federal do Paraná*, offers a discussion related to the clinical labor parameters associated with studies involving teaching practices.

Telmo Adams and Camile Pegoraro, from *Universidade do Vale do Rio dos Sinos*, in the article "Education and Research: Freire's theoretical-methodological contributions to critical pedagogy in Latin America" return to Paulo Freire's contributions, based on re-reading 'Pedagogy of the Oppressed and Education as a Practice of Freedom' with the purpose of show elements that contribute to the strengthening of an analytical pedagogy.

In "If our children study, will they be 'someone' in life?" Maria Ivete Basniak and Antonio Charles Santiago de Almeida, from *Universidade Estadual do Paraná* address the ways in which families with low incomes understand what the role of the school for their children is, and which are their expectations to reach social promotion. So qualitative research is required as it is permeated by everyday subjectivity, and at the same time can identify and analyzing data that are beyond measurable.

The article "Education in the prison system: educational experience in Francisco Beltrío Penitenciária Estatal / PR" is structured from a case study based on storytelling technique and seeks to evidence facts that involve education in the Brazilian prison system. The authors, Thaís Janaina Wenczenovicz, from *Universidade Estadual do Rio Grande do Sul* and Camila Tais Menegoto, from *Universidade Estadual do Oeste do Paraná*, provocatively emphasize that prison education is treated as an eventual government program rather than a public policy of State.

Having the aim of presenting questions related to school culture, from institutionalization of Special Needs Education in Brazil, Marcia Torres Neri Soares, from *Universidade do Estado da Bahia*, presents the text "School culture and syllabus organization: a historical view on deficiency". One of the

issues presented by the author is the need to stress the syllabus towards the conditions of students with disabilities, participations regarding activities and school environments.

The article "syllabus and english teachers' education in two universities: inquiries and unfoldments" led by Juliana Reichert Assunção Tonelli, Mariana Furio - *Universidade Estadual de Londrina* - and Giuliana Castro Brossi - *Universidade Estadual de Goiás*. The authors analyze two bachelor's degrees on Teaching English as a Second Language (TESL) for children and Portuguese teachers for foreigners.

In, "Videoconference and Hipervideo as interactive proposals in online education: thinking about teachers training for contemporary education", audiovisuals in online education are approached from a pedagogical practice of production of cyber videos with students from a degree in Pedagogy from *Universidade do Estado do Rio de Janeiro*. The text is authored by Vivian Martins of *Universidade do Estado do Rio de Janeiro* and *Instituto Federal do Rio de Janeiro*, as well as Edméa Santos of *Universidade Federal Rural do Rio de Janeiro*.

Luiz Felipe Zago and Aloha Boeck Arruda dos Santos, from *Universidade Luterana do Brasil*, gave us the article "Pedagogies of polarization on Facebook: online social networks and urgency of opinion". In it, they analyze posts and comments from the official pages of Danilo Gentili, and Gregório Duvivier and their followers on Facebook. In "Narratives of oneself in the visibility of hyperconnected screens: reflections on selfies, Instagram and cultural pedagogies", Julia da Fonseca Lopes and Dinah Quesada Beck, from *Universidade Federal do Rio Grande* discuss "selfies" practices and Instagram, proposing a reflection on the pedagogical potential of these cultural and social items, while they are involved in the education and production of certain ways of being and acting.

In the article "Displacements, invention and innovative teachings - in Foucault's company", Authors from *Universidade do Estado do Rio de Janeiro*, Rosimeri de Oliveira Dias and Heliana de Barros Conde Rodrigues analyze research-intervention carried out on teachers training at *Universidade do Estado do Rio de Janeiro*. Then, "Games to teach arithmetic in '*didática da 1ª série*' by Amaral Fontoura handbook" written by Cintia Schneider and David Antonio da Costa, from *Universidade Federal de Santa Catarina*, aims to understand the role of games for the teaching of arithmetic through contributions from cultural history and the mathematics education history.

The text, "The ENEM and disciplinary practices in the constitution of the student with 1000 as a grade" by Marília Dal Moro from *Universidade Federal do Rio Grande do Sul* shows the results of an investigation carried out taking into account the Facebook publications addressed to the candidates preparing for the ENEM Exam and for the theoretical foundation supported by the philosophy of Michel Foucault.

Silvia Maria Fávero Arend and Aline Fátima Lazarotto, from *Universidade do Estado de Santa Catarina* and *Universidade Comunitária da Região de Chapecó*, respectively, analyze studies on History of Education, produced in Postgraduate Programs in Education between the years 2013 and 2018, from newspapers. As it is in the article "History of education and newspapers: in search of a plural childhood" they show that the source available for research in Brazil in files, libraries -public and private-, in digital libraries and on online sites - portals can contribute for the expansion of knowledge of History of Education.

The last article of this edition is, "The conceptual map as a pedagogical teaching resource at Universities", Ana Carolina de Oliveira Salgueiro de Moura and Camila Aparecida Tolentino Cicuto of *Universidade de Pampa* discuss four different ways to use concept maps as a pedagogical resource in Universities.

Before concluding, Adjefferson Vieira Alves Silva, Maria Eulina Pessoa de Carvalho and Jeane Félix da Silva, from *Universidade Federal de Paraíba*, give us as a gift a written review entitled '*Escrita de si e do outro em impressões de Michel Foucault*', based on the work of Roberto Machado called 'Impressions of Michel Foucault', from 2017.

Finally, we wish you all an excellent reading time, and we wish you lighter but more productive times.

#### REFERENCES:

1. CARROLL, Lewis. **Alice's adventures in Wonderland**, BookVirtual Corporation. 2000.