



# BULLETIN REVISTA HIPÓTESE

19/09  
BULLETIN N° 03

## SUBJETCS

Youth and Adult Education;

Emancipatory Education;

Continuing Teacher Education;

Ethnic-Racial Relations;

Psychopedagogy;

Monitoring;

Inquiry-Based Teaching;

Mathematics Education;

Freinet Pedagogy in Brazil.

## FEATURED ARTICLES

### Education of youth and adults

The article seeks to comprehend the reality of Youth and Adult Education (EJA) based on the program's guiding principles, considering the Curricular Proposal and its guiding axes, outlining an overview of the current conditions of EJA. (Bär; Strieder, 2020).



### Total quality versus social quality in education

This material discusses quality in Professional and Technological Education from two perspectives: Total Quality, from a neo-liberal and business-oriented standpoint, perceives education as a strategic field for social, economic, and cultural development, and Social Quality, which regards education as a means of individual emancipation. The article points out that the The Federal Institute of São Paulo, IFSP, adopts a Social Quality-oriented approach, valuing emancipatory education. (Santos; Santos, 2020).



## Distance education and continuing teacher education

This article deliberates on distance continuing education, as viewed by instructors in Technical Middle-Level Professional Education from State Technical Schools in the interior of São Paulo. The material indicates that time is one of the main obstacles present, followed by the impersonal nature and prejudice against courses in the distance learning mode. Conversely, the advantages are linked to flexibility and time management. (Ferrari Junior; Rink, 2020).

## Ethnic-racial relations in the training of teachers of a quilombola school



The research identifies the presence and absence of ethnic-racial issues in the formative paths of teachers working in a school institution located within a quilombola context. The material highlights, as a result, the monocultural character of the surveyed school. (Freitas; Eugenio, 2020).

## Psychopedagogue activity in the playful perspective for students with learning difficulties



The article examines the significance of playful work in early childhood education based on the problematizing question: How can an active approach assist the psycho-pedagogue in educating students facing learning difficulties? The material underscored the importance of integrating play as a catalyst for children's knowledge construction during childhood, fostering imagination, spontaneity, creativity, and the systems of written and reading representation. (Ferreira; Ribeiro, 2020).



## Quantitative analysis of extra-computer room monitoring services to auxiliate students in their school practices

The article highlights how challenges in technical disciplines and access to computer resources may necessitate alternative educational practices, such as institutionalizing student monitoring. The research analyzed the contribution of extracurricular assistance and the establishment of a culture of students' extended presence, thereby enhancing knowledge exchange and experiential learning. (Santos; Santos, 2020).

## Science teaching by research

The study examines articles published in the I to XII ENPEC – Encontro Nacional de Pesquisa em Educação em Ciências proceedings, focusing on teaching science through inquiry. The research indicates growth across various fields of knowledge, a noteworthy outcome for inclusion starting from the initial stage of primary education, as it proposes meaningful and contextualized teaching, with the student as the protagonist of their learning. (Bonfim, Miranda Junior, 2020).

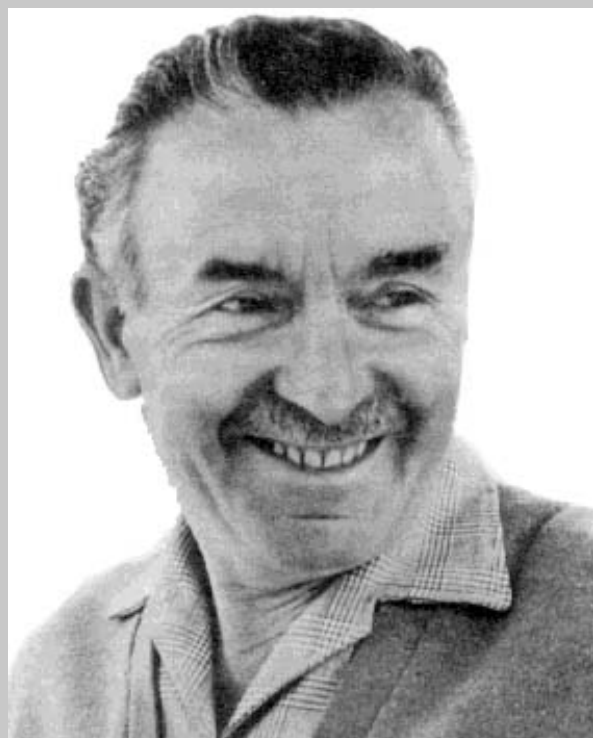


## Attitudes and pleasures towards mathematics of discents and their impact on the teaching-learning process

The article investigates the attitudes and preferences of students in the Mathematical Logic and Set Theory discipline within the Bachelor's degree program in Mathematics at the Salomé Ureña Higher Institute of Teacher Training in the Dominican Republic. The material analyzes the relationship between various preferences and their influence on the mathematics teaching-learning process, in addition to addressing the role of the teacher in the context of modernist colonial education. (Rodríguez; Sánchez, 2021).

## Freinet pedagogy in Brazil

The study disseminates the survey on scientific productions related to Freinet Pedagogy in Brazil over the past 40 years. The research aims to create a consistent theoretical framework through searches on the websites of major Brazilian universities, as well as specialized platforms like the Brazilian Digital Library of Theses and Dissertations (BDTD) and the Periodicals Portal of the Coordination of Improvement of Personal Higher Education (CAPES). (Munhoz; Prado, 2021).



## What is the scope of the journal?

The Revista Hipótese is a periodical that publishes articles related to the broad field of Education.

## What is the Qualis rating of the journal?

Qualis B2 in Education (2017-2020).

## What topics does the journal cover?

Communication and Education; Basic Education; Youth and Adult Education; Education and Political Sciences; Education and Health; Vocational and Technical Education; Sexual Education, Gender, and Values; Higher Education; Inclusive School and Special Education; Philosophy and Historiography of Education; Educator Training, Teaching Work, and Pedagogical Practices; Technological Innovations in Education; Internationalization Standards; Research and Evaluation; Policy and Management of Educational Institutions; Scientific Writing and Communication; Multidisciplinarity and Interdisciplinarity.

## Editor-in-Chief:

Prof. PhD. José Anderson Santos Cruz, Editora Ibero-Americana de Educação - Bauru, Brazil.

## References:

BÄR, M. V.; STRIEDER, D. M. A educação de jovens e adultos: um olhar sobre o histórico de propostas nacionais e o currículo. **Revista Hipótese**, Bauru, v. 6, p. 39–55, 2020. Available at: : <https://revistahipotese.editoraiberoamericana.com/revista/article/view/57>. Accessed in: 28 jul. 2023.

BONFIM, E. A.; MIRANDA JUNIOR, P. O ensino de ciências por investigação: uma análise da produção nos anais do ENPEC. **Revista Hipótese**, Bauru, v. 6, p. 323–335, 2020. Available at: <https://revistahipotese.editoraiberoamericana.com/revista/article/view/75>. Accessed in: 28 jul. 2023.

FERREIRA, G. R.; RIBEIRO, P. R. M. Atuação do psicopedagogo na perspectiva lúdica para alunos com dificuldades de aprendizagem. **Revista Hipótese**, Bauru, v. 6, p. 199–210, 2020. Available at: <https://revistahipotese.editoraiberoamericana.com/revista/article/view/65>. Accessed in: 28 jul. 2023.

FERRARI JUNIOR, J.; RINK, J. Formação continuada a distância: o olhar de Professores da educação profissional. **Revista Hipótese**, Bauru, v. 6, p. 263–282, 2020. Available at: <https://revistahipotese.editoraiberoamericana.com/revista/article/view/67>. Accessed in: 28 jul. 2023

FREITAS, M. G.; EUGENIO, B. As relações étnico-raciais na formação de professoras de uma escola quilombola. **Revista Hipótese**, Bauru, v. 6, p. 69–88, 2020. Available at: <https://revistahipotese.editoraiberoamericana.com/revista/article/view/59>. Accessed in: 28 jul. 2023.

MUNHOZ, L. M. de M.; PRADO, G. do V. T. Pedagogia Freinet no Brasil: revisão de produções acadêmicas nos últimos 40 anos. **Revista Hipótese**, Bauru, v. 7, p. e021004, 2022. DOI: 10.47519/eiaerh.v7.2021.ID50. Available at: <https://revistahipotese.editoraiberoamericana.com/revista/article/view/50>. Accessed in: 31 jul. 2023.

RODRÍGUEZ, M. E.; SÁNCHEZ, R. V. Atitudes e gostos de matemática em discentes e sua incidência no processo de ensino aprendizagem. **Revista Hipótese**, Bauru, v. 7, p. e021005, 2021. DOI: 10.47519/eiaerh.v7.2021.ID20. Available at: <https://revistahipotese.editoraiberoamericana.com/revista/article/view/20>. Accessed in: 31 jul. 2023.

## References:

SANTOS, F. A. dos; SANTOS, C. H. da S. Análise quantitativa de atendimentos de monitoria extrassala de informática para auxiliar alunos em suas práticas escolares.

**Revista Hipótese**, Bauru, v. 6, p. 248–262, 2022. Available at:

<https://revistahipotese.editoraiberoamericana.com/revista/article/view/66>. Accessed in: 28 jul. 2023.

SANTOS, M. P.; SANTOS, C. A. da S. Qualidade total versus qualidade social na educação: uma abordagem sobre o IFSP. **Revista Hipótese**, Bauru, v. 6, p. 89–106, 2020. Available at:


<https://revistahipotese.editoraiberoamericana.com/revista/article/view/60>.

Accessed in: 28 jul. 2023.




**José Anderson Santos Cruz - Editor-in-Chief**

andersoncruz@editoraiberoamericana.com

 ORCID: <https://orcid.org/0000-0001-5223-8078>

**Alexander Vinicius Leite da Silva -  
Junior Deputy Editor**

alexandervinicius@editoraiberoamericana.com

 ORCID: <https://orcid.org/0000-0002-4672-8799>


**Flávio Machado Moreira - Operational Editor**

flavio.machadomoreira@gmail.com

 ORCID: <https://orcid.org/0000-0002-2659-1692>

**Thaís Vargas Bizelli - Associate Editor**

thais.bizelli@unesp.br

 ORCID: <https://orcid.org/0000-0001-7514-4381>


**Matheus Ganiko-Dutra - Junior Assistant Editor**

matheusganiko@editoraiberoamericana.com

 ORCID: <https://orcid.org/0000-0002-8292-9109>


**Déborah Ramos Crivellari -  
Revisor and Translator**

deborahcrivellari@editoraiberoamericana.com

 ORCID: <https://orcid.org/0000-0002-8109-412X>


**Giovana Cordero Cerantola -  
Communication Advisor**

giovanacerantola@editoraiberoamericana.com

 ORCID: <https://orcid.org/0009-0004-2143-8594>


**João Gabriel Marcelino Ribeiro - Designer**

joaogabriel@editoraiberoamericana.com

 ORCID: <https://orcid.org/0009-0000-4788-1421>

**Natalia Trefilo Santos - Designer**

nataliatrefilo@editoraiberoamericana.com

 ORCID: <https://orcid.org/0009-0003-0345-1691>

**Gabriela Rufino Armelin -  
Communication Advisor**

gabrielaarmelin@editoraiberoamericana.com

 ORCID: <https://orcid.org/0009-0002-4695-1162>

**Ombudsman**

ouvidoria@editoraiberoamericana.com







# Check out **Hipótese** magazine and other publications





 (14) 3313-8427

 [www.editoraiberoamericana.com](http://www.editoraiberoamericana.com)

 [atendimento@editoraiberoamericana.com](mailto:atendimento@editoraiberoamericana.com)

**Access!**

 @editoraiberoamericana

 [linkedin.com/editora-ibero-americana-de-educacao](https://www.linkedin.com/company/editora-ibero-americana-de-educacao)