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bulletin plurais

In this issue

- Memory and History;
- Professional and Technological Education;
- Pedagogy of Autonomy;
- Professional Education;
- Sexist Education;
- Gender;
- Intersectionality;
- Subsequent Course;
- Work.



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BULLETIN
n. 01

Featured Articles

Gender And Education: A view from the perspective of autonomy pedagogy

This article aims to explore the concepts of body, gender, and sexuality to examine, through the lens of Pedagogy of Autonomy, the possibilities of redefining gender conceptions in the educational process. The study is grounded in Paulo Freire's Pedagogy of Autonomy, a theory still used to address contemporary issues. Based on this, the material presents the possibility of promoting respect for gender diversity and diverse sexualities, breaking away from harmful and violent standards and stereotypes (Castaman; Beltramin, 2022).

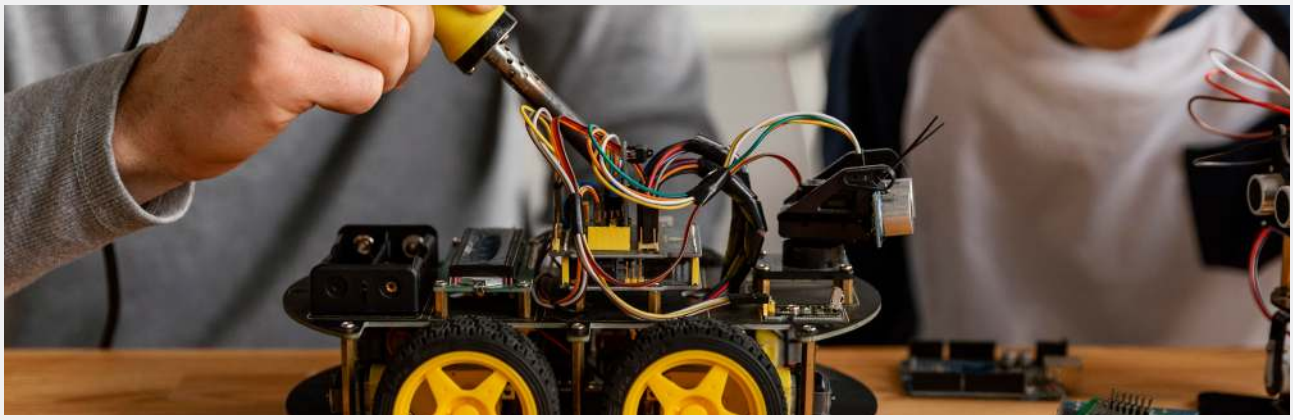




History and paths of vocational education at CEETEPS, Brazil: The educational role of Professor Márcia Regina de Oliveira Poletine

This article recalls the trajectory of Professor Márcia Regina de Oliveira Poletine (1955-2021), who served for almost three decades at the Centro Estadual de Educação Tecnológica Paula Souza (Paula Souza Center) in various pedagogical and administrative roles. In the effort to record the memory and history of professional education in São Paulo, the article transcends individuality and becomes a part of the institutional memory of educational institutions (Constantino, 2022).

*The titles have direct access to the published articles.



IFGÊNIA: empowering access, persistence, and success of Mechatronics students

This article presents considerations regarding the ongoing research project titled "A robô IFgênia: potencializando o acesso, a permanência e o êxito das estudantes de Mecatrônica no Câmpus Avançado Novo Hamburgo (The IFgênia Robot: Empowering Access, Persistence, and Success of Mechatronics Students at the Advanced Campus Novo Hamburgo)", which aims to develop strategies for promoting the Technical Mechatronics course offered by the Novo Hamburgo Advanced Campus of the Southern Rio Grande Federal Institute (IFSul) (Dias; Junior, 2022).

Intervention project: A formative look with women in professional education

This research examines the methodological and operational aspects employed in the proposal of Social Intervention Projects by student participants, primarily women, enrolled in the Specialization Course in Professional Education Methodology. The study's findings highlight the use of methodological and operational aspects with a socio-spatial perspective and professional experience of the teachers and students in the specialization course (Carneiro Leão, 2022).



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Women in Technical Education: Considerations on gender relations and professional formation

This study critically examines gender relations within the field of Agricultural Technical Education, aiming to challenge how instructors in the Technical Agriculture Course at a Federal Institute of Education, Science, and Technology, located in the Southern region of Brazil, perceive gender dynamics during the teaching process. The results indicate the presence of gender bias in education, where women are described as attentive, organized, and focused, in contrast to the perception that men are strong and determined (Carpes Camargo, 2022).



Women in the teaching degree in computer science: Contemporary discussions

This article focuses on a subset of research that addresses women's participation in science, particularly in the Computer Science Education program at the Southern Rio Grande Federal Institute of Education, Science, and Technology (IFSul), Campus Pelotas. The work examines the construction of knowledge fields within the program, encompassing teaching and computer science, while also considering historical-cultural gender relations. Despite being an education program traditionally associated with women, the area experiences a higher male presence, as the emphasis lies on computer science (Silva Wikboldt; Garré, 2022).

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The federal institutes from a gender, race and class perspective: An intersectional analysis

This article aims to reflect on women's participation in the labor force, especially in Brazil. The research analyzes the profile of students in Federal Institutes, employing an intersectional perspective that incorporates data on race, class, and gender, both in on-campus and distance education modes. The findings reveal that the gendered division of labor persists in Brazilian society despite the visible increase in women's participation in technical education and the workforce. The intersectional approach employed in the research allows for examining how gender intersects with other social markers such as social class and race (Jobim; Silva, 2022).





Women in professional education: The challenges of those who access historically male technical courses

This research describes the profile of women accessing subsequent courses in a Professional Education institution and explores the actions required to ensure their access, retention, and integration into the workforce. Following classes play a pivotal role in women's educational journeys, contributing to their training and entry into the labor market. The research results underscore the importance of developing support networks and initiatives for women enrolled in Professional Education programs, especially those historically dominated by men (Maraschin; Da Silva Dorneles. Isnardo Gusmão, 2022).

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Bulletin Objective

This Bulletin is a publication by the Editora Ibero-Americana de Educação concerning Plurais - Revista Multidisciplinar. Its objective is to pique readers' interest in articles with similar themes published in the journal, primarily focusing on Education.

What is the scope of the journal?

Plurais - Revista Multidisciplinar is a periodical that publishes articles related to the broad field of Education and related topics.

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