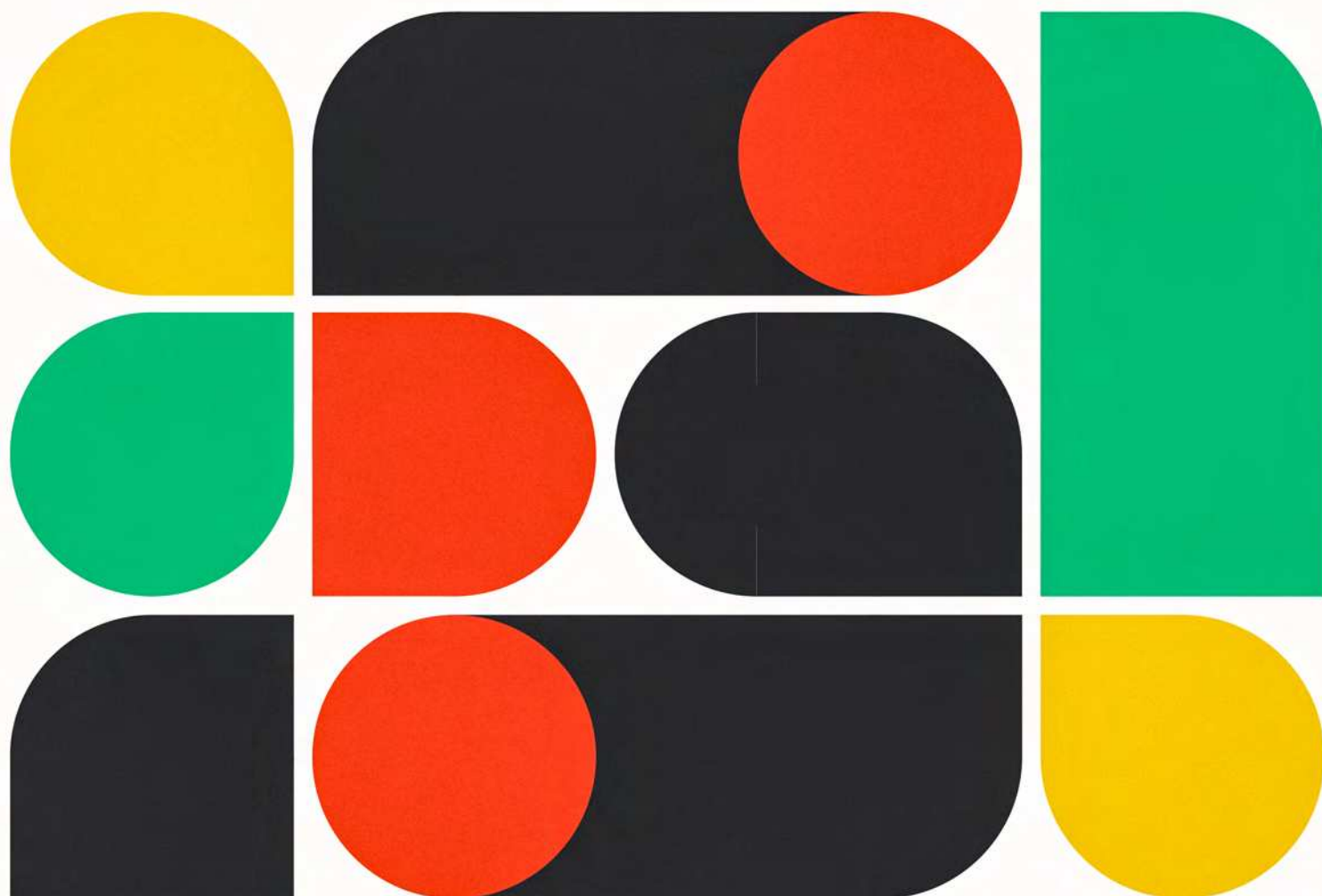


RIAEE

BULLETIN

IN THIS ISSUE

- Early Childhood Education;
- Teacher Education;
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- New Social Realities;
- Inclusive Education;
- Higher Education;
- COVID-19;
- Curatorship Education;
- Distance Learning;
- "In locus" Formation;
- Academic Literacy;
- Speech Therapy.



FEATURED ARTICLES

Discussion on “Diseases of not Learnin” the inclusive educational context: what do early childhood education teachers say?



This study addresses the notable increase in referrals and diagnoses related to "non-learning diseases," focusing on the perspective of five teachers from Infant II in an Early Childhood Education school. Data collection occurred through a virtual forum, highlighting analyses centered on conceptions of "non-learning diseases" and teaching practices. The statements reveal how these teachers, under the influence of medicalizing logic, do not adequately promote the appreciation of differences inherent in heterogeneity in Early Childhood Education.



Teacher training and high intellectual abilities/giftedness: a path still under construction

The article discusses teacher training for inclusive education, focusing on including students with high abilities/giftedness (AH/SD). The inefficacy of the school inclusion of these students is emphasized due to the lack of identification of their skills and the inadequacy of pedagogical practices. The exploratory qualitative research involved 12 elementary school teachers in a state school. The results reveal the fragility of training these professionals, who feel ill-prepared to implement inclusive practices. The conclusion emphasizes the need to broaden the debate on the identification and appropriate support for students with AH/SD to achieve school inclusion effectively.

Critical-dialectic interactions with technologies in education

The text discusses the limits of technologies in education, analyzing discourses present in theses from Postgraduate Programs in Education between 2012 and 2016. The hermeneutic research in the Brazilian Digital Library of Theses and Dissertations (BDTD) seeks to understand the contributions and issues identified in these theses. The article highlights challenges and questions regarding technologies, emphasizing how they are often treated as models to be followed, harming meaningful pedagogical experiences. In light of these reflections, the author emphasizes the need for a critical dialectical movement that considers the knowledge constructed in school and highlights the role of the teacher as a provocateur of pedagogical reflection, contrasting with the blind adoption of technical fads in education.



Digital technologies in early childhood education: social representations of female teachers



The results of the third study reveal the social representations of Early Childhood Education educators regarding the role of Digital Information and Communication Technologies (DICT) in their pedagogical practices. Conducted in public schools in Minas Gerais, the mixed-methods research employed the theory of social representations in data analysis. Educators recognize the positive influence of DICT in children's lives, perceiving them as tools capable of sparking interest and transforming the way children think and interpret the world. However, despite being frequent users in their personal lives, educators face challenges in effectively integrating DICT into their pedagogical practices in Early Childhood Education, highlighting a lack of preparation as one of the main obstacles.



Emergency remote teaching: investigation of learning factors in higher education

The study investigated the impact of emergency remote teaching on higher education institutions during the Coronavirus pandemic. Using a quantitative method with 1,069 undergraduate students, the factorial experiment identified crucial factors for learning. The analysis revealed that direct class-*es* are more effective, with a slight preference for group dynamics and Google Meet, especially among hard-science students. The findings guide university administrators in implementing effective practices in remote teaching, contributing to developing resilient and sustainable educational models that enhance student learning.

Assistive technology in inclusive education



The text addresses Assistive Technology (AT) by starting with a reflection on inclusion, highlighting the importance of actions that promote the integral development of individuals. In the educational context, inclusive education is presented as a field that seeks to remove barriers to learning and participation for all. The author emphasizes challenges, underscoring the need to consider the uniqueness of each student. Additionally, Brazilian educational policies position inclusive education as a guaranteed right.

The importance of evasion control in distance education



Despite constant technological advancements in Distance Education (DE), it has not effectively reduced dropout rates. The DE approach requires a teaching methodology aligned with navigation tools, accessible to students, and promoting interaction between teachers and learners. The study's main objective is to identify the key factors contributing to dropout rates in DE and propose strategies for control. Using quantitative and qualitative methods, the research included an online questionnaire for coordinators and teachers, seeking to understand the practices adopted against dropout rates. A literature review and document analysis were also conducted to deepen the understanding of the study's object.

Anti-bullying strategies for the school environment

The research explores anti-bullying strategies in school contexts, examining the work of researchers from Brazil and Spain. The qualitative and exploratory study is based on bibliographic research, analyzing theses, dissertations, and articles from 2000 to 2013. Brazilian approaches prioritize information, awareness, rules, and training, while Spanish approaches focus on improving interpersonal relationships, emotional development, teaching values, and training teachers and families. The results suggest the continuous implementation of actions to combat bullying, promoting more supportive, fair, and respectful school relationships.





Teaching as a curator: pedagogical experiences in the use of educational technologies

This article explores teaching practice from the perspective of curation in a Pedagogy course in São Paulo, Brazil. Faced with the devaluation of the teaching profession and teachers' discontent, the approach that considers the teacher a curator of knowledge seeks to transcend their traditional role as a mediator, empowering them. The research highlights the curation experience provided by the discipline's teachers and experienced by the students. The results indicate that these experiences contributed to the formation of future teachers, positioning them as curators of knowledge.

Impacts and challenges of online education arising from covid-19 pandemic



Reflections on the challenges and impacts of online teaching in Brazil in 2020, an atypical year marked by the COVID-19 pandemic, are the focus of this study. The regulatory framework of the federal government and the Ministry of Education (MEC) is examined, emphasizing regulations applied at the Federal University of Grande Dourados (UFGD). The influence of Decree No. 9057/2017 (BRASIL, 2017) on distance undergraduate courses is highlighted, demonstrating changes in the agenda and pedagogical format for both face-to-face and distance education. The text also explores societal behavioral transformations regarding remote teaching, supported by regulations and technologies, especially those enabling web conferencing.

Pedagogical research and continuous teacher training in the school environment: a necessary relationship



This article reviews and analyzes publications from 2008 to 2017 that address the contributions of pedagogical research to in locus continuing teacher education. The results emphasize the relevance of pedagogical practice research for teacher training, emphasizing the importance of conducting continuing education in the school context and valuing pedagogical research carried out in locus. The goal is to assist teachers in building their professionalism and theoretical depth based on their experiences.

The relationship of speech therapy students with reading and writing after a literacy workshop

This study investigates the influence of literacy workshops on the relationship of university students with written language. Six students from a Speech Therapy course were analyzed, revealing initial difficulties in reading and writing at the university. The results indicate that the literacy workshop positively impacted the subjective position of the participants, providing greater autonomy and authorship and reducing anxieties related to written language.



Promoting literacy versus medicalization on higher education: speech therapy contributions



This research examines the impact of a speech therapy clinical approach, grounded in the socio-historical perspective, on a student diagnosed with dyslexia. The qualitative, longitudinal, and retrospective case study highlights the transformation of the subject in recognizing themselves as authors, taking an active role in reading and writing, and understanding written language as a socially and historically constructed process.

Social education in the new spaces and times: the intertwined realities of social and educational intervention



Using an analytical hermeneutic methodology, this article aims to analyze the signs of current reality and the correctness of social education, conceptually and semantically clarify social pedagogy and social education, understand the relationship between them, and deepen their context in school social intervention. Using a theoretical-conceptual framework based on specialized studies, the article explores these concepts in new contemporary social contexts. The goal is for social education to incorporate intervention characteristics, covering crucial areas in today's society.

What is the scope of the journal?

The Revista Ibero-Americana de Estudos em Educação is a periodical dedicated to publishing articles related to the broad field of Education and related areas.

What is the Journal's Qualis ranking?

Qualis A1 2017-2020.

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