



**EDUCAÇÃO & FORMAÇÃO JOURNAL: BALANCE OF SCIENTIFIC PRODUCTION (2016-2018)**

**REVISTA EDUCAÇÃO & FORMAÇÃO: BALANÇO DAS PRODUÇÕES CIENTÍFICAS (2016-2018)**

**REVISTA EDUCAÇÃO & FORMAÇÃO: BALANCE DE PRODUCCIONES CIENTÍFICAS (2016-2018)**

Lia Machado Fiuza Fialho<sup>1</sup>

Francisca Genifer Andrade de Sousa<sup>2</sup>

Karla Angélica Silva do Nascimento<sup>3</sup>

**Abstract:** The objective is to analyze the scientific production published by the journal *Educação & Formação* between 2016-2018, identifying the main educational thematic categories discussed in this triennium. State of art research was used, methodologically supported by categorical analysis of the disseminated articles, considering their title, keywords and abstracts. 101 products were identified, which culminated in five main thematic categories: “Teacher Training”, “History of Education”, “Educational Policy”, “Inclusive Education” and “Technology and Digital Culture”. These were mostly discussed through qualitative research, such as literature review and case study, using literature review, interviews and document analysis. The discussions pointed out that the literature published by *Educação & Formação* focuses on the subfield teacher training, as proposed by the focus and scope of the journal, making it a reference in this field. The published literature highlights the qualification of teachers of basic education and the gaps regarding the qualification of higher education teachers.

**Keywords:** *Educação & Formação*. Scientific production. Teacher training. State of art.

**Resumo:** Objetiva-se analisar a produção científica veiculada pela Revista *Educação & Formação* no íterim 2016-2018, identificando as principais categorias temáticas educacionais discutidas nesse triênio. Utilizou-se a pesquisa do tipo Estado da Arte, metodologicamente amparada pela análise categórica dos artigos disseminados, considerando seus títulos, palavras-chave e resumos. Identificaram-se 101 produtos, que culminaram em cinco categorias temáticas principais: “Formação de Professores”, “História da Educação”, “Política Educacional”, “Educação Inclusiva” e “Tecnologia e Cultura Digital”. Estas foram discutidas majoritariamente desde pesquisas qualitativas, do tipo revisão de literatura e estudo de caso, com utilização de revisão bibliográfica, entrevistas e análise documental. As discussões apontaram que a literatura veiculada pela Revista *Educação & Formação*

<sup>1</sup> State University of Ceará. Fortaleza, Ceará, Brazil.

<sup>2</sup> State University of Ceará. Fortaleza, Ceará, Brazil.

<sup>3</sup> State University of Ceará. Fortaleza, Ceará, Brazil.



centram ênfase na subárea formação docente, como propõe o foco e escopo do periódico, tornando-a referência nesse campo. A literatura veiculada lança lume à formação de professores da educação básica e às lacunas no tocante à formação do docente do ensino superior.

**Palavras-chave:** *Educação & Formação*. Produção científica. Formação de professores. Estado da Arte.

**Resumen:** Se objetiva analizar la producción científica publicada por la Revista *Educação & Formação* durante el período 2016-2018, identificando las principales categorías temáticas educativas discutidas en ese trienio. Se utilizó una investigación estado del arte, apoyada metodológicamente por análisis categórico de los artículos difundidos, considerando sus títulos, palabras clave y resúmenes. Se identificaron 101 productos, que culminaron en cinco categorías temáticas principales: “Formación del profesorado”, “Historia de la educación”, “Política educativa”, “Educación inclusiva” y “Tecnología y cultura digital”. Esos fueron discutidos principalmente desde la investigación cualitativa, con la revisión de la literatura y el estudio de casos, utilizando la revisión bibliográfica, entrevistas y análisis de documentos. Las discusiones señalaron que la literatura publicada por la Revista *Educação & Formação* se enfoca en la subárea de la formación de docentes, según lo propuesto por el enfoque y el alcance de la revista, por lo que es una referencia en este campo. La literatura publicada destaca la formación de maestros de educación básica y las brechas con respecto a la formación de maestros de educación superior.

**Palabras clave:** *Educação e Formação*. Producción científica. Formación de profesores. Estado del arte.

## 1 INTRODUCTION

The journal *Educação & Formação* is linked to the Postgraduate Programs on Education of the State University of Ceará (UECE, in Portuguese) – Postgraduate Program on Education (PPGE, in Portuguese) and *Intercampi Academic Master’s on Education and Teaching* (MAIE, in Portuguese) – and aims to circulate and promote dialogue in the national and international spheres, especially concerning the themes “Education” and “Teacher Training”, since its target audience consists of teachers from basic and higher education, researchers in the Education field and other people interested in the aforementioned themes. The journal offers free and immediate access to its entire content, following the principle of knowledge democratization through free distribution of scientific knowledge.

Founded in 2016, in its first year of online circulation, *Educação & Formação* received, as a result of the quadrennial evaluation carried out by the Coordination for the Improvement of Higher Education Personnel (Capes, in Portuguese), Qualis B2<sup>4</sup>, considered a good ranking for a journal with only one year of publications. It succeeded, in its first three years, in being indexed to more than 34 sources and indexers, such as Web of Science, Latindex, DOAJ, Iresie, Clase, among others considered important in the Education field. With quarterly publication (January-April; May-August;

<sup>4</sup> The latest official evaluation of journals by Capes happened in 2016, concerning the quadrennium 2013-2016. Scientific journals were then ranked in A1, A2, B1, B2, B3, B4, B5, in which A1 is the highest and B5 is the lowest ranking.



September-December), it published, in its first three years, 2016-2018, three volumes and nine numbers, adding up to 101 original texts, originated in scientific research in the Education field, edited in Portuguese, English, Spanish or French.

It is important, however, both for the editors of that journal and Education researchers, more specifically for those in the subfield “Teacher Training”, to know what *Educação & Formação*, an emerging journal in the Education field, is publishing within that theme, since it is the only one in its field that focuses specifically on discussing Teacher Training. This enterprise enables us to understand which researches are published in the journal and how they can contribute to expand knowledge and studies in that field of knowledge. That is, the results of this research about the production published by the journal *Educação & Formação* can be used both by editors, in order to promote higher qualification and refinement of productions published about Teacher Training, and by researchers in that subfield, in order to understand the main subjects discussed, the types of studies developed, the most recurring methodologies used, and how these aspects support researches in this field of knowledge.

In the face of the interest pertaining the productions published by *Educação & Formação*, we question: what are the main themes explored in the Education field, more specifically concerning Teacher Training, in the articles published by that journal and how are these themes developed in researches published by the journal? Stemming from that issue, we aim to discuss how the scientific production released by *Educação & Formação* has established a dialogue with the Education field, especially with Teacher Training. For that purpose, we analyze the scientific production disseminated by the journal between 2016 and 2018, identifying: the main Education themes discussed, types of studies produced, and methodologies used in scientific articles. These aspects grounded the discussion concerning how the scientific production published by *Educação & Formação* dialogues with the field of Education and Teacher Training.

To accomplish the current study, the State of Art methodology was used in the productions published by the journal. According to Ferreira (2002), the “State of Art” or “State of Knowledge” refers to a descriptive methodology concerning the scientific production of the highlighted theme. Describing the State of Art of a specific theme is paramount for the process of scientific evolution, because classifying already systematized information allows us to point to possible studies, as well as identify existing gaps (SOARES, 1989). In this perspective, understanding what is being published by the journal *Educação & Formação* enables us to expand the knowledge concerning the articulation of published scientific production with the journal’s focus and scope, endeavor new



strategies to guide socially relevant discussions not yet contemplated, as well as expanding the understanding of disseminated knowledge and guiding the development of connections between researchers studying similar themes.

Aiming toward better reading comprehension, the article was divided into four sections: 1) Introduction, which briefly presents the journal being studied, the question and objective of the research, as well as its relevance for editors and researchers of the “Teacher Training” theme; 2) From data treatment to research results, which exposes – based on the use of State of Art as methodology – the panorama of articles published by *Educação & Formação* between 2016-2018, highlighting themes, approaches, most recurring types of study and methodologies in the journal, through the identification of descriptors emerging from a thorough analysis of titles, keywords and abstracts of the 101 published articles; 3) What do the categories of publications in the journal *Educação & Formação* elucidate?, which, based on the analysis resulting from State of Art, enables us to know what are the main themes, in the Education field, published by that journal and discuss how they are developed in the researches published by the journal; 4) Final considerations, which closes the study exposing a general analysis of the research.

## 2 FROM DATA TREATMENT TO RESEARCH RESULTS

A study with qualitative approach (MINAYO, 1994) was carried out, methodologically grounded on State of Art (FERREIRA, 2002), in order to enable the evaluation of publications disseminated by the journal *Educação & Formação* between 2016 and 2018 focusing on Teacher Training. It should be explained that, although analysis encompasses a rather large number of articles, it consists of the study of the production from one single journal in the Education field, more specifically during its first three years, as a means for dissemination of knowledge, in order to overcome the quantification of descriptors and encourage discussion about Teacher Training based on the most recurring research processes and themes.

State of Art is a bibliographical study that aims to map and discuss a panorama of academic production in one or more fields of knowledge to describe scientific knowledge at one given moment in time (FERREIRA, 2002; LAKATOS; MARCONI, 1991). In this context, the objective of the State of Art developed here is to examine and unveil the state of knowledge production regarding the theme “Teacher Training”, using as a starting point the academic production published in the first three years of *Educação & Formação*. According to Soares (1989), the State of Art is paramount for the



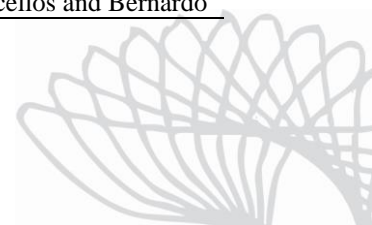
development of science, since it informs the current status of a theme in literature, helping to establish strategies to advance that knowledge.

For the construction of the State of Art of the literature published by *Educação & Formação*, data collection was carried out between October and November, 2019, at the journal's online page, through which the disseminated production was catalogued: 101 articles, among which 30 were published in 2016, 35 in 2017 and 36 in 2018. Information from titles, keywords and abstracts was used to identify themes, approaches, types of study, and methodologies. As taught by Ferreira (2002), studies grounded on State of Art are essentially based on productions' titles and abstracts, since the former inform, in general lines, the elements that make up its content and the latter enable faster selection of adopted bibliography.

According to Bakhtin (1988), abstracts, as a discourse genre, fulfill their role in the academic sphere, because they succinctly relate to the reader the main information about their studies, cementing themselves as valuable objects for the construction of State of Art. With that understanding, State of Art of the production published by *Educação & Formação* was carried out based on this input: titles, abstracts and keywords. Subsequently, we present the articles that make up the State of Art:

**Table 1** – Articles published by the journal *Educação & Formação* (2016-2018)

Year	V	N	Articles	Authors
2016	1	1	Jovita Alves Feitosa: memories that tell the story of education in prisons in Ceará	Soares and Viana
2016	1	1	The educator's training in order to work in corporate environments	Dantas and Schmitz
2016	1	1	The German Seminar, pedagogical and investigative contributions in the education of Colombian students	Figueroa
2016	1	1	Manoel Bomfim's educational thought based on the book <i>Latin America: Evils of Origin</i> (1905)	Machado and Barbosa
2016	1	1	The history of initial teacher education in Canada: Québec and Ontario	Smyth and Hamel
2016	1	1	Policies of publication and open access: academic journals in the North and Northeast	Ivanilde Apoluceno de Oliveira
2016	1	1	Production of knowledge about integrated high school: an analysis based on doctorate researches	Morais, Henrique and Silva
2016	1	1	Educational public policies in the social context of Colombia in the 1970s	Suescún
2016	1	2	Public policies and teacher training within the perspective of communicative rationality: from technocratic interference to the construction of professional autonomy	Bego
2016	1	2	Social inclusion of children with multiple disabilities in the school routine	Mattos <i>et al.</i>
2016	1	2	What flavor do we give to life? Food and care in addiction science	Lopes, Franco and Levivier
2016	1	2	Challenges of Adult Education in the schooling process: the case of the city Três Lagoas/MS	Deffacci and Ribeiro
2016	1	2	Of method and manner: professional attitudes to favor teaching	Clermont
2016	1	2	Professional Education policy and integrated high school: their context and the case of Ceará	Santos and Gonçalves
2016	1	2	Teacher professionalization: reflections and perspectives in Brazil	Vasconcellos and Bernardo



2016	1	2	Poetic space as didactic translation: Bachelard and the image of the house	Dinarte and Corazza
2016	1	2	Literary canon and its relation to education in contemporaneity	Röhrig
2016	1	2	Teacher knowledge acquired in Pibid: a case study with supervising Physical Education teachers	Santos, Ferreira and Simões
2016	1	2	Child anxiety in school contexts: everything from the school anxiety inventory using Rasch	Sales, Joly and Fernandes
2016	1	2	Multipurpose schools in the civilian-military dictatorship: landmark in the vocational education model or tools for regime propaganda? The process of multipurpose implementation in Ituiutaba-MG (1974-1985)	Souza and Lima
2016	1	3	Policies for the decrease of sociocultural inequality	Lara
2016	1	3	Pro-technology: an initial teacher training approach for the use of digital technologies	Cardoso
2016	1	3	The being and know-how of teachers at schools in the islands of Belém/PA	Fernandes
2016	1	3	Notes on the historical origins of the Teacher's Union of Osasco, Cotia, Carapicuíba and Barueri (Sinprosasco) during the democratic transition (1985)	Bauer and Oliveira
2016	1	3	The concepts of conception, perception, representation and belief in the Education field: similarities, differences and implications for research	Matos and Jardimino
2016	1	3	Comic strips in English language reading classes: a didactic-pedagogical proposal for beginners	Nóbrega
2016	1	3	Special education service and pedagogical atelier (between potential disability and potential art)	Rodrigues and Gai
2016	1	3	Teaching students' representations concerning learning theories and their relations to teaching practice in Science/Biology: the concept of gene in focus	Rodrigues and Pereira
2016	1	3	The (im)possibility of the intellectual worker inside the neoliberal university	Banfield, Haduntz and Maisuria
2016	1	3	Democratic school management in initial teacher training: theoretical elements to ponder the political education of teachers of basic education	Pereira and Batista
2017	2	4	Circulation of meanings of practice as a curriculum component in the Biological Science undergraduate teaching course	Barbosa and Cassiani
2017	2	4	Early childhood education teacher training: memory, narrative and completeness	Pena
2017	2	4	Vocational education integrated to high school in Ceará: reforms and contradictions	Xerez, Costa and Santos
2017	2	4	Qualification of teachers who work with multigrade classes in the rural area of South Amazonas	Zuin and Dias
2017	2	4	Environmental education in Chemistry teacher training at UFBA	Pinheiro, Santos and Peneluc
2017	2	4	Secondary school in the media in the Northeast (1873-1874): a debate in newspapers from Maranhão and Pernambuco	Sena and Kulesza
2017	2	4	The influence of continued education in teaching practice	Mororó
2017	2	4	Social representations of teachers of higher education from Nature and Exact Sciences concerning the definition of university teaching practice	Silva and Aguiar
2017	2	4	Requirements to work as a teacher in school groups in Brazil in the Military Dictatorship context	Corrêa and Barreto
2017	2	4	Teacher training, initial and continued, to work with adults in Portugal: the teachers' point of view	Araújo and Esteves
2017	2	4	Education and equality: debunking the myth of meritocracy	Themelis
2017	2	4	The education of students at Pantanal schools within the perspective of student-centered education	Gonçalves and Nogueira
2017	2	5	The culpability for school failure and the interface with "learning problems" in discourse	Pereira and Ribeiro
2017	2	5	The dialectics of knowledge produced and mobilized at work: the activity of work as an educational principle	Aranha and Daniel
2017	2	5	Collective rationality as an organizational paradigm of MST	Santos
2017	2	5	Forums as a pedagogical strategy for the construction of knowledge	Bierhalz, Felcher and Dias





2017	2	5	The issue of teacher training in basic education in Guinea-Bissau: government challenges and perspectives in 1975-1986	Cá C. and Cá L.
2017	2	5	Beyond history, the oral tradition: considerations about history education in Africa in basic education	Marques
2017	2	5	Initial teacher training in Math and its influence in the education improvement for students with specific needs	Martín, Pérez and Esteban
2017	2	5	The North American presence in Brazilian territory and the relation between immigration, work and education	Nascimento and Gracino
2017	2	5	Old age and youth: review of the Brazilian academic production regarding social representations (2005-2015)	Nascimento and Calsa
2017	2	5	Theatrical practice in Science education: limits and possibilities	Felippe and Silva
2017	2	5	Experience with autobiographical narratives in (self)training in research of Physical Education teaching undergraduate students	Abreu, Nóbrega-Therrien and Silva
2017	2	6	The democratization of higher education access: considerations about UERN's adoption of the High School National Exam	Santos, Silva and Melo
2017	2	6	The Observatory of Education (Obeduc) and its contribution to teacher training at UFPI	Carvalho, Cavalcanti and Feitosa
2017	2	6	The formative dimension of peer review in different fields of knowledge: pros and cons according to the laureates of Brazilian science	Silva and Mueller
2017	2	6	The National Plan for Basic Education Teacher Training (Parfor): the ideal and the current reality	Cardoso and Nunes
2017	2	6	Colonization and occupation in Vilhena-RO (1960-1980): historical trajectory and setbacks in the constitution of education in Vilhena	Martins, Carneiro and Assis
2017	2	6	Pedagogical rationality in mediation processes in the production of meanings and learning	Therrien, Azevedo and Lacerda
2017	2	6	Social exclusion and higher education: the pedagogical answer	Torres
2017	2	6	Pedagogical resources used by teachers in rural schools in a city from Mato Grosso in the 1980s and 1990s	Garcia and Machado
2017	2	6	Reconfiguration of gender relations and routine of female students in Adult Education	Bastos and Eiterer
2017	2	6	Sandplay therapy as a strategy to improve the alexithymia of an alcohol-dependent population	Kulcsar and Franco
2017	2	6	Education, learning and technology in research training	Fantin
2017	2	6	Teacher Lourdes Guilherme and choral singing at the Industrial School in Natal (1945-1968)	Medeiros Neta and Silva
2018	3	7	Between geographical and pedagogical limits: organization of school work at isolated schools and school groups (São Paulo, 1892-1950)	Oriani
2018	3	7	An instant of the political and union presence of teachers in Maranhão in the social history of Brazilian education (1985-1986)	Bauer and Dantas
2018	3	7	Poetry as self-care: training and education	Rodrigues, Marangon and Damico
2018	3	7	Local context as a link between Nature Sciences and field education	Fonseca and Bierhalz
2018	3	7	Tutorial action in higher education: experience with students over 23 years of age at a public institution in Portugal	Alves, Simão and Leitinho
2018	3	7	Importance of motivation in a class at a compensatory education center	Leis
2018	3	7	Play as discursive activity and as means for reader education	Quixadá, Lins and Tavares
2018	3	7	Religious intolerance, education and dialogue	Rocha and Oliveira
2018	3	7	Human rights education and democracy: history, trajectories and challenges in the fifteen years of PNEDH	Zenaide
2018	3	7	Work groups, a means to improve performance in the field of social science in high school through the use of information and communication technology	López
2018	3	7	Educational program about pressure ulcers with nursing teams	Baron, Gaya and Krug
2018	3	7	Educational motivation of high school teachers during initial teacher training	Burgueno, Cicilia and Medina-Casaubon
2018	3	8	Soccer as a strategy for the development of elementary school students' emotional intelligence	Marcías García, González López and Eslava-Suanes



2018	3	8	Narratives of self in teacher initiation: Pibid as formative space and time	Silva and Rios
2018	3	8	Stage and resilience: narratives of theater artists from Mossoró-RN	Souza, Pontes and Moura
2018	3	8	Gamification and technologies as innovative resources and strategies in History education	Triguero
2018	3	8	Education and freedom in Rousseau	Vasconcelos, Fialho and Lopes
2018	3	8	Values, early childhood education and moral development: teachers' conceptions	Lima and Santos
2018	3	8	Pedagogical practice of teachers of Adult Education in the city of Ibirataia-BA	Silva and Santos
2018	3	8	Initial teacher practice at Adult Education and the power of narrative as training device	Souza Maria and Fontoura
2018	3	8	Ethnic-racial issues in comic books and educational practices in initial teacher training	Oliveira and Aragão
2018	3	8	How to educate children at home: domestic education in the periodical <i>A Mãe de Família</i>	Vasconcelos and Paiva
2018	3	8	Conception of gender and sexuality of teachers of the Pedagogy undergraduate course	Rios, Cardoso and Dias
2018	3	8	The Divestment of Union Revenue (DRU) and its implications for funding basic education	Mendes and Moreira
2018	3	8	The production of the ideal woman in the movie <i>Her</i> : issues of gender and performativity in cinema	Darsie <i>et al.</i>
2018	3	9	Pedagogical sequences, technologies and learning Portuguese in high school	Ferreira, Muniz and Oliveira Júnior
2018	3	9	Cognitive impact of intensive internet use: the autonomy of studying with devices in adolescence	Berribili and Mill
2018	3	9	Continued teacher training: re-signified knowledge and transformed teacher practices	Junges, Ketzer and Oliveira
2018	3	9	The "Nonpartisan School" Project and History Education in Brazil	Araújo, Pinheiro and De Sousa
2018	3	9	The importance of other elements of music pedagogy	Muñoz Muñoz
2018	3	9	Liberty, equality and democracy: republican ideology and education of women in the beginning of the 20 <sup>th</sup> century in Brazil	Oliveira and Martiniak
2018	3	9	Training workers for capital: an analysis of pedagogical projects of technical courses subsequent to IFSC, Florianópolis campus	Da Silva and Guedes
2018	3	9	The critical action approach and the epistemology of pedagogical praxis	Soares
2018	3	9	Resilience based on professional relations in challenging educational centers	Olmo-Extremera and Segovia
2018	3	9	School inclusion and the student with Down Syndrome	Sousa and Nascimento
2018	3	9	The multiple languages in early childhood education: an experience in initial teacher training	Oliveira de Aquino and Martins
<b>Total</b>				<b>101</b>

Source: Prepared by the authors (2019).

Data analysis for the 101 articles took place through content analysis (BARDIN, 2010) in order to group studies into categories, considering themes, approaches, types of study and methodologies, aiming to facilitate presentation and discussion of results. The four stages of content analysis proposed by Bardin (2010) were followed: 1. Organization of analysis; 2. Codification; 3. Categorization; and 4. Results treatment, inference and interpretation.

The organization of the analysis began by listing the articles, considering the year of publication, volume, number, title, authors, keywords and abstracts. After that initial moment, we carried out fluctuating reading and rereading of titles, keywords and abstracts in order to





systematize the productions' initial ideas and, later, extract the comparable units, descriptors, for categorization to consolidate the analysis of themes.

After that analysis, the material was submitted to codification, in accordance with the second stage of content analysis. During the codification, data extracted from titles and keywords were converted into representations of the content studied, so that we isolated words or groups of words that indicated greater relevance for analysis and that showed the main subject discussed in each article. In this stage, co-occurrence was common, that is, the simultaneous presence of two or more main words.

Subsequently, during categorization, the codified words were counted and grouped according to the degree of semantic affinity between them. The count of record units took into consideration the frequency principle, which posits that a record increases in importance and intensity each time it occurs. After codifying record units and classifying the selected words, they were regrouped through analogy according to semantic (thematic category) and lexical (classification according to synonyms and word affinity) criteria, because, according to Bardin (2010, p. 146, our translation), “[...] classifying elements into categories enforces the investigation of what each one has in common with the others. What allows us to group them is the common part between them”<sup>5</sup>. This process resulted in thematic categories, created through the identification of units among title descriptors and keywords, united by a unifying word. The following table exhibits the five categories and the descriptors that originated them, as well as the frequency of each one.

**Table 2 – Categories, descriptors and frequency**

<b>Categories</b>	<b>Descriptors</b>	<b>Total</b>
<b>Teacher Training</b>	Educator training. Pedagogy. Teacher training. Initial training. Class management. Pedagogical practice. Continued training. Continuous training. Didactics. Curriculum. Teacher knowledge. Teaching initiation program. Tutorial education program. Supervised internship. Teaching practices. University teaching. Research training. Pedagogical rationality. Pedagogical mediation. Educational practices. Self-training. Praxis. Teacher professional development. Beginning teacher. Inducing.	109
<b>History of Education</b>	History of present time. School group. Biography. Legislation. Narrative. Reform. Primary Education. Secondary Education. Literature. Memory. History Education. Oral tradition. Representations. Life history.	48
<b>Education Policy</b>	Public policies. Education policy. Legislation. Education reform. Education funding. Nonpartisan school. Training policy. Curriculum policies. Work and education. Integrated high school. Youth. Social exclusion. Quota law. High School National Exam. Adult Education.	36
<b>Inclusive Education</b>	School inclusion. Children with disabilities. School difficulties. Special education. Specialized Educational Service. Potential disability. Art therapy. Down Syndrome. Bullying. Self-esteem. Compensatory education. Playfulness. Motivation. Disabled child.	22

<sup>5</sup> Originally: “[...] classificar elementos em categorias impõe a investigação do que cada um deles tem em comum com outros. O que vai permitir o seu agrupamento é a parte comum existente entre eles”.



<b>Technology and Digital Culture</b>	Technology. Tutoring program. Information and communication technology. Games. Internet. Multiculturalism. Distance Education. Digital culture. Internet memes.	17
---------------------------------------	---	----

Source: Prepared by the authors (2019).

It can be observed that the thematic category “Teacher Training” was the most recurrent, with a frequency of 109, encompassing descriptors such as “Initial Training”, “Continued Training”, “Teacher Knowledge” and “Teacher Professional Development”. Next in the sequence, there are the productions that discuss the “History of Education”, with a 48-time recurrence, followed by “Education Policy”, with a frequency of 36, “Inclusive Education”, with 22 occurrences, and “Technology and Digital Culture”, with 17 appearances.

In addition to the five aforementioned categories, it is important to highlight that other themes were identified, but disregarded for this study, due to their low frequency, such as “Field Education”, with 11 appearances, and “Gender and Sexuality”, referenced five times. Although “Teacher Training” is extremely relevant to work with those fields of knowledge, we hypothesize that the low frequency of subjects as important as those can be reflected through two dimensions, to be investigated in further studies: the reduced number of researches about those themes when compared to others (DI GREGORIO; SILVA, 2014; RIOS; CARDOSO; DIAS, 2018); and prioritizing publication of those themes in journals with focus and scope specifically directed to those issues.

After categorizing studies based on titles and keywords, there was a careful reading of the abstracts to identify approaches, types of study and methodologies. In this stage, accounting was the adopted principle. The result of that process is shown below:

**Table 3 – Approaches, types of study and methodologies**

<b>Approaches</b>	Qualitative	117
	Quantitative	-
	Quanti-qualitative	9
	Not informed	8
<b>Types of study</b>	Case study	32
	Bibliographical	59
	Descriptive	15
	Exploratory	4
	Exploratory-descriptive	5
	Analytical	4
	Not informed	15
<b>Methodologies</b>	Literature review	42
	Document analysis	22
	Participant observation	10
	Research-action	6
	Interview	23
	Autobiography	7
	Discourse analysis	3
	Questionnaire	11
Oral history	2	



	Ethnomethodology	1
	Iconography	1
	Integrative review	2
	Focus group	1
	Not informed	3

Source: Prepared by the authors (2019).

Concerning approaches, we ascertained that most studies are qualitative (117), that is, encompass researches that seek to understand specific phenomena, of social and cultural natures, based on interpretation and description, therefore, maintaining proximity between researcher and study object. We also verified that *Educação & Formação* did not publish any quantitative studies, but there are nine quanti-qualitative researches.

Regarding types of study, there was a predominance of bibliographical researches, adding up to 59 articles; followed by case studies, with 32 manuscripts. Next, we have descriptive studies (15), exploratory-descriptive studies (5) and exploratory studies (4). It is important to highlight that 15 researches didn't specify, in their abstracts, the type of study.

As for methodology, literature review was the most recurrent, used in 42 studies. In second place, there are interviews, adopted for data collection in 23 researches, followed by document analysis, used in 22 studies. Questionnaire and participant observation also appeared relatively frequently: 10 and 11 times, respectively. Other methodologies – autobiography, research-action, discourse analysis and oral history – had little representation, appearing 7, 6, 3 and 2 times, respectively. There was also one study grounded on ethnomethodology and another on iconography. Three abstracts didn't inform the study's methodology.

### 3 WHAT DO THE CATEGORIES OF PUBLICATIONS IN THE JOURNAL *EDUCAÇÃO & FORMAÇÃO* ELUCIDATE?

After the content analysis, five main theme categories emerged: 1) Teacher Training; 2) History of Education; 3) Education Policy; 4) Inclusive Education; and 5) Technology and Digital Culture. It is now important to elucidate how the articles handled the knowledge about those themes and how they dialogue with the field of Teacher Training.

Category 1 – Teacher Training –, mentioned 109 times, comprises the most discussed subjects in the journal's first three volumes. This category consists of all keywords that refer to teacher training, whether focusing on basic or higher education, including initial, continued and continuous training; this inference frequently derives from the journal's scope and focus, which already intend to prioritize that theme. In this context, Pedagogy and Didactics are indicated as essential fields of knowledge for



the educator's training (OLIVEIRA DE AQUINO; MARTINS, 2018), because, in addition to instrumentalizing for the management of teaching and learning situations, they must instruct for the criticality of formal educational action, an achievement consolidated through praxis, which consists of action and reflection by the teachers themselves about their practice (THERRIEN; AZEVEDO; LACERDA, 2017).

The Institutional Teaching Initiation Scholarship Program (Pibid, in Portuguese) and the Tutorial Education Program (PET, in Portuguese) appear as initiatives that contribute to a quality training for the future teacher, since they facilitate the exercise of praxis during initial training. Santos, Ferreira and Simões (2016) present field researches that evidence the undeniableity of Pibid for the training process of teachers, concluding that this program's actions should be expanded.

Training for research (ABREU; NÓBREGA-THERRIEN; SILVA, 2017) and supervised internship are seen as aspects that can help in teacher training guided by praxis, depending on the actions of the supervising teacher during those formative moments (CARDOSO, 2016). We emphasize that, regarding teacher training, researches focus mostly on teacher training for basic education, but don't center training for research (ALVES; FIALHO; LIMA, 2018). Only one study discusses university teaching (SILVA; AGUIAR, 2017), drawing attention to the dearth of studies in that field.

Category 2 – History of Education – encompasses productions that discuss events, contexts, legislation, stages and education personalities, both in the past and in present history. The most discussed subjects are school groups (ORIANI, 2017) and primary and secondary education (MARTÍN; PÉREZ; ESTEBAN, 2017), based on which the history of institutions and education practices that marked certain period, time or context is recalled. These are followed by studies that focus on present individuals and/or events, such as the study carried out by Soares and Viana (2016), which reflects about the educational journey undertaken by Jovita Alves Feitosa, teacher who dedicated 22 years of life to the education of people deprived of liberty in Ceará, and the research by Silva (2017), which discusses the educational practices of teacher Maria de Lourdes Filgueira Guilherme, from Natal, between 1945 and 1968, when she taught Choral Singing at the Industrial School in Natal.

Category 3 – Education Policy – discusses public policies on Education, primarily those aimed at teacher training (BEGO, 2016) and/or with the objective of improving the quality of basic education (PEREIRA; BATISTA, 2016), with funding and the association between public and private sectors indicated as the main hindrances to the development of an effective Education public policy (MENDES; MOREIRA, 2018). In this context, the studies discuss issues such as Adult Education (SILVA; SANTOS,



2018) and integrated high school (SANTOS; GONÇALVES, 2016), in order to understand the structure of these Education policies and their practical implications.

Category 4 – Inclusive Education –, based on Martín, Pérez and Esteban (2017), encompasses the importance of discussing, in initial teacher training, themes related to the future teacher's assistance to students with specific needs. In the same sense, Sousa and Nascimento (2018) emphasize that teacher practice must be adapted to include all students and conclude that school inclusion isn't a reality in Brazilian schools, requiring public policies with actions that can achieve it. In the absence of such policies, Rodrigues and Gai (2016) propose the use of Art to develop learning in the classrooms of Specialized Educational Service, defending that all children with specific needs can learn through playfulness.

Category 5 – Technology and Digital Culture – encompasses Information and Communication Technology, Distance Education and digital culture, considered in their connection to the Education context. It was observed that the Internet and technological artifacts are considered productive and recommended for use in the classroom, aiming to facilitate the teaching-learning process (LÓPEZ, 2018). In this regard, Bierhalz, Otto and Dias (2017) teach that the use of forums is a pedagogical strategy that contributes to the construction of knowledge in basic and higher education. Therefore, studies about "Technology and Digital Culture" published by *Educação & Formação* consist of field researches that prove the effectiveness of technology in formal education.

It was evidenced, in conclusion, based on the analysis of researches disseminated by the journal *Educação & Formação*, in its first triennium, that there is a diversity of themes discussed, which are, mostly, the fruit of qualitative field research and reviews that aim to contribute to studies in the Education field, from many angles of teacher training.

#### 4 FINAL CONSIDERATIONS

The objective of this study was to construct the State of Art of productions published by *Educação & Formação* in the triennium 2016-2018 based on categorical analysis of the material collected from the online page of the aforementioned journal. We verified the publication of 101 studies, using mostly a qualitative approach in their investigations, with a predominance of bibliographical research and case studies, which, methodologically, used literature review, interviews, and document analysis.

Based on data collection and analysis of the researches' content, five thematic categories manifested: "Teacher Training", "History of Education", "Education Policy", "Inclusive Education"





and “Technology and Digital Culture”. The latter four categories were mostly related to the first. The themes “Field Education” and “Gender and Sexuality” made a timid appearance, with low frequency, showing the need to boost studies in those fields.

Concerning the category “Teacher Training”, which was more significant in volume of production, we observed that the studies emphasized teacher training for basic education, with specific subthemes: initial training, continued and continuous education and supervised internship. The contributions of the Pedagogy and Didactics fields to the constitution of teacher knowledge stood out, and programs aiming toward the improvement of this professional group (Pibid and PET) were discussed. We also verified that the literature disseminated by *Educação & Formação* is sparser when it comes to teacher training for university. In the “History of Education” field, the analysis of studies indicate that there are researches discussing different times and contexts, since there are discussions regarding Education in the past, debating about legislation, reforms and school monuments, as well as publications about the present time, discussing the trajectory of contemporary professionals, for example. Regarding “Education Policy”, there is vast literature discussing public policies on Education aimed at teacher training in its connection with qualitative improvement for basic education, especially early childhood education, high school and Adult Education. About “Inclusive Education”, the highlight goes to the basic education teacher’s attitude in the face of students’ specificities during the teaching-learning process, reflecting about the current status of inclusive education in Brazilian schools, as well as the experiences of Specialized Educational Service in public schools. Concerning “Technology and Digital Culture”, we emphasized Information and Communication Technologies in relation to the formal education context as an important tool to optimize learning.

Researches published in *Educação & Formação* focused on “Teacher Training”, seeing as the articles that didn’t directly discuss that theme debated “History of Education”, “Education Policy”, “Inclusive Education” and “Technology and Digital Culture” in their connection with Education in the current century and teacher training to act within that context. The State of Art carried out here allows us to highlight that journal as an important vehicle for the dissemination of researches in that subfield of Education, since it has been consistent with the scope and objective proposed – dissemination, exchange and debates in the national and international Education field, primarily within the themes “Education” and “Teacher Training” –, signaling advances and gaps in the discussion of the themes that comprise those fields.



Lastly, we emphasize that the study was restricted to throw light on the publications of a specific scientific journal, unique, with a declared focus on Teacher Training, therefore it is important to highlight the need to invest in new researches that encompass other journals, aiming to expand the reflections started here, which will enable understanding, more deeply, what has been published in Brazilian journals about that theme.

## REFERENCES

- ABREU, Samara Moura Barreto; NÓBREGA-TERRIEN, Sílvia Maria; SILVA, Silvina Pimentel. Experiência com narrativas autobiográficas na (auto)formação para a pesquisa de licenciandos em Educação Física. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 183-194, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/143/126> Acesso em: 10 de out. 2019.
- ALVES, Francione Charapa; FIALHO, Lia Machado Fiuza; LIMA, Maria Socorro Lucena. Formação em pesquisa para professores da educação básica. **Revista Tempos e Espaços em Educação**, Sergipe, v. 11, n. 27, p. 285-300, set. 2018. Disponível em: <https://seer.ufs.br/index.php/revtee/article/view/8582> Acesso em: 07 nov. 2019.
- ALVES, Francione Charapa; SIMÃO, Ana Margarida Veiga; LEITINHO, Meirecele Calíope. Ação tutorial no ensino superior: experiência com alunos maiores de 23 em uma instituição pública de Portugal. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 44-65, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/171/153> Acesso em: 10 de out. 2019.
- ARANHA, Antônia Vitória Soares; DANIEL, Ilma Bicalho Sousa. A dialética dos saberes produzidos e mobilizados no trabalho: a atividade do trabalho como princípio educativo. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 33-55, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/135/118> Acesso em: 10 de out. 2019.
- ARAÚJO, Fátima Maria Leitão; PINHEIRO, Francisco Felipe de Aguiar; DE SOUSA, Joilson Silva. O projeto “Escola sem Partido” e o ensino de História no Brasil. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 141-158, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/860/763> Acesso em: 10 de out. 2019.
- ARAÚJO, Regina Magna Bonifácio; ESTEVES, Maria Manuela Franco. A formação docente, inicial e contínua, para o trabalho com adultos em Portugal: o olhar dos professores. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 18-35, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/121/104> Acesso em: 10 de out. 2019.
- BAKHTIN, Mikhail. **Questões de literatura e de estética**: a teoria do romance. São Paulo: Unesp, 1988.
- BANFIELD, Grant; HADUNTZ, Helen; MAISURIA, Alpesh. The (im)possibility of the intellectual worker inside the neoliberal university. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 3-19, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/110/93> Acesso em: 10 de out. 2019.
- BARBOSA, Alessandro Tomaz; CASSIANI, Suzani. Circulação de sentidos da prática como componente curricular na licenciatura em Ciências Biológicas. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 52-71, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/123/106> Acesso em: 10 de out. 2019.
- BARDIN, Lawrence. **Análise do conteúdo**. 4. ed. Lisboa: 70, 2010.



BARON, Miriam Viviane; GAYA, Anelise Reis; KRUG, Suzane Beatriz Frantz. Programa educativo sobre úlcera por pressão com equipes de Enfermagem. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 124-136, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/175/157> Acesso em: 10 de out. 2019.

BASTOS, Ludimila Corrêa; EITERER, Carmem Lúcia. Reconfiguração das relações de gênero e cotidiano das mulheres educandas da EJA. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 42-53, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/158/140> Acesso em: 10 de out. 2019.

BAUER, Carlos; DANTAS, Vanessa Amorim. Um instante da presença política e sindical dos professores maranhenses na história social da educação brasileira (1985-1986). **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 162-181, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/177/159> Acesso em: 10 de out. 2019.

BAUER, Carlos; OLIVEIRA, Maria Crisneilândia Bandeira. Apontamentos sobre as origens históricas do Sindicato dos Professores de Osasco, Cotia, Carapicuíba e Barueri (Sinprosasco) em tempos de transição democrática (1985). **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 88-111, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/115/98> Acesso em: 10 de out. 2019.

BEGO, Amadeu Moura. Políticas públicas e formação de professores sob a perspectiva da racionalidade comunicativa: da ingerência tecnocrata à construção da autonomia profissional. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 3-24, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/98/80> Acesso em: 10 de out. 2019.

BERRIBILI, Erika Giacometti-Rocha; MILL, Daniel. Impacto cognitivo do uso intensivo da internet: a autonomia dos estudos com dispositivos na adolescência. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 177-188, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/862/765> Acesso em: 10 de out. 2019.

BIERHALZ, Crisna Daniela Krause; FELCHER, Carla Denize Ott; DIAS, Lisete Funari. Os fóruns como estratégia didática para a construção do conhecimento. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 75-94, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/137/120> Acesso em: 10 de out. 2019.

BURGUENO, Rafael; CICILIA, Álvaro; MEDINA-CASAUBON, Jesús. Motivación educativa del profesorado de educación secundaria durante su periodo de formación inicial docente. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 3-15, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/167/150> Acesso em: 10 de out. 2019.

CÁ, Cristina Mandau Ocuni; CÁ, Lourenço Ocuni. A questão da formação dos professores do ensino básico na Guiné-Bissau: desafios e perspectivas do governo nos anos de 1975-1986. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 20-32, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/134/117> Acesso em: 10 de out. 2019.

CARDOSO, Ana Carolina Simões. Pro-tecnologia: uma abordagem de formação inicial de professores para o uso das tecnologias digitais. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 50-70, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/113/96> Acesso em: 10 de out. 2019.

CARDOSO, Elisângela Andrade Moreira; NUNES, Claudio Pinto. O Plano Nacional de Formação de Professores da Educação Básica (Parfor): o ideal e a realidade vigente. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 54-69, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/159/141> Acesso em: 10 de out. 2019.



- CARVALHO, Antonia Dalva França; CAVALCANTI, Ágata Laisa Laremborg Alves; FEITOSA, Maria Suely Alves. O Observatório da Educação (Obeduc) e sua contribuição para a formação docente na UFPI. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 70-86, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/160/142> Acesso em: 10 de out. 2019.
- CORRÊA, Paulo Sérgio de Almeida; BARRETO, Brianna Souza. Exigências para o exercício do ofício de mestre nos grupos escolares no Brasil no contexto da Ditadura Militar. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 104-123, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/126/109> Acesso em: 10 de out. 2019.
- DANTAS, Cássia Machado Ribeiro; SCHMITZ, Heike. A formação do pedagogo com vistas à sua atuação em ambientes empresariais. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 124-139, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/95/76> Acesso em: 10 de out. 2019.
- DARSIE, Camilo; HILLESHEIM, Betina; WEBER, Douglas Luís; ROSA, Rita de Cássia Quadros da. A produção da mulher ideal no filme *Ela*: questões sobre gênero e performatividade no cinema. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 189-203, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/852/766> Acesso em: 10 de out. 2019.
- DA SILVA, Mariléia Maria da; GUEDES, Thaís. Formação dos trabalhadores para o capital: uma análise de projetos pedagógicos de cursos técnicos subsequentes do IFSC, *campus* Florianópolis. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 102-120, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/182/761> Acesso em: 10 de out. 2019.
- DEFFACCI, Fabricio; RIBEIRO, Gabrielly. Desafios da EJA no processo de escolarização: o caso do município de Três Lagoas/MS. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 89-103, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/102/84> Acesso em: 10 de out. 2019.
- DI GREGORIO, Maria de Fátima; SILVA, Karine Nascimento. Gênero e sexualidade no lócus família/escola: incursões deflagradas a não heterossexualidade e os desafios para a cidadania reconhecida. **Revista Tempos e Espaços em Educação**, São Cristóvão, v. 7, n. 12, p. 79-90, 2014. Disponível em: <https://seer.ufs.br/index.php/revtee/article/view/2954> Acesso em: 10 de out. 2019.
- DINARTE, Luiz Daniel Rodrigues; CORAZZA, Sandra Mara. Espaço poético como tradução didática: Bachelard e a imagem da casa. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 135-148, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/105/87> Acesso em: 10 de out. 2019.
- FANTIN, Monica. Educação, aprendizagem e tecnologia na pesquisa-formação. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 87-100, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/161/143> Acesso em: 10 de out. 2019.
- FELIPPE, Mariana Gonçalves; SILVA, Antonio Fernando Gouvêa da. Prática teatral no ensino de ciências: limites e possibilidades. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 147-163, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/141/124> Acesso em: 10 de out. 2019.
- FERNANDES, Ana Paula Cunha dos Santos. O ser e o saber-fazer docente nas escolas das ilhas de Belém/PA. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 32-49, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/112/95> Acesso em: 10 de out. 2019.
- FERREIRA, Edna Maria de Oliveira; MUNIZ, Dinéa Maria Sobral; OLIVEIRA JÚNIOR, Osvaldo Barreto. Sequências didáticas, tecnologias e aprendizagem de língua portuguesa na escola de ensino



- médio. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 71-87, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/857/759> Acesso em: 10 de out. 2019.
- FERREIRA, Norma Sandra de Almeida. As pesquisas denominadas “Estado da Arte”. **Educação & Sociedade**, Rio de Janeiro, v. 23, n. 79, p. 257-272, 2002. Disponível em: <https://www.fe.unicamp.br/alle/textos/NSAF-AsPesquisasDenominadasEstadodaArte.pdf> Acesso em: 10 de out. 2019.
- FIGUEROA, Claudia. El Seminario Alemán, aporte pedagógico e investigativo en la formación del docente colombiano. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 3-37, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/89/71> Acesso em: 10 de out. 2019.
- FONSECA, Eril Medeiros da; BIERHALZ, Crisna Daniela Krause. O contexto local como elo entre ciências da natureza e educação do campo. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 66-84, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/172/154> Acesso em: 10 de out. 2019.
- GARCIA, Luana Santos Nogueira; MACHADO, Ilma Ferreira. Recursos didáticos utilizados por professores de escolas rurais de um município mato-grossense nas décadas de 1980 e 1990. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 139-152, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/164/146> Acesso em: 10 de out. 2019.
- GAUTHIER, Clermont. De la méthode et de la manière: les attitudes professionnelles à privilégier en enseignement. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 25-49, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/99/81> Acesso em: 10 de out. 2019.
- GENÚ, Marta Soares. A abordagem da ação crítica e a epistemologia da práxis pedagógica. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 55-70, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/856/758> Acesso em: 10 de out. 2019.
- GONÇALVES, Young Shim; NOGUEIRA, Eliane Greice Davanço. A educação dos alunos das escolas pantaneiras na perspectiva da educação centrada no aluno. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 87-103, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/125/108> Acesso em: 10 de out. 2019.
- JUNGES, Fábio César; KETZER, Charles Martin; OLIVEIRA, Vânia Maria Abreu de. Formação continuada de professores: saberes ressignificados e práticas docentes transformadas. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 88-101, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/858/760> Acesso em: 10 de out. 2019.
- KULCSAR, Marie-Jeanne; FRANCO, Renata da Rocha Campos. L’art-thérapie à médiation jeu de sable comme stratégie d’amélioration de l’alexithymie d’une population alcoolodépendante. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 17-41, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/156/139> Acesso em: 10 de out. 2019.
- LAKATOS, Eva Maria; MARCONI, Marina de Andrade. **Metodologia científica**. 2. ed. São Paulo: Atlas, 1991.
- LARA, Angela Mara Barros. Políticas de redução da desigualdade sociocultural. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 140-153, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/118/101> Acesso em: 10 de out. 2019.
- LEIS, Germán Goday. Importancia de la motivación en un aula de un centro de educación compensatoria. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 24-43, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/170/152> Acesso em: 10 de out. 2019.





- LIMA, Juliana dos Santos; SANTOS, Gilberto Lima dos. Valores, educação infantil e desenvolvimento moral: concepções dos professores. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 153-170, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/275/203> Acesso em: 10 de out. 2019.
- LOPES, Dina; FRANCO, Renata da Rocha Campos; LEVIVIER, Marc. Quel goût donne-t-on a la vie? Alimentation et soin en addictologie. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 50-71, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/100/82> Acesso em: 10 de out. 2019.
- LÓPEZ, Mauricio Rodríguez. Grupos de trabajo, un medio para mejorar los rendimientos en el área de CCSS en secundaria a través de las TIC. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 16-23, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/169/151> Acesso em: 10 de out. 2019.
- MACHADO, Charliton José dos Santos; BARBOSA, Daniella Souza. O pensamento educacional de Manoel Bomfim a partir da obra *América Latina: males de origem* (1905). **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 159-171, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/97/79> Acesso em: 10 de out. 2019.
- MARCÍAS GARCÍA, David; GONZÁLEZ LÓPEZ, Ignacio; ESLAVA-SUANES, María Dolores. El fútbol como estrategia para el desarrollo de la inteligencia emocional del alumnado de educación primaria. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 17-36, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/268/196> Acesso em: 10 de out. 2019.
- MARQUES, Janote Pires. Além da história, a tradição oral: considerações sobre o ensino de história da África na educação básica. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 164-182, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/142/125> Acesso em: 10 de out. 2019.
- MARTÍN, Laura Delgado; PÉREZ, María Consuelo Monterrubio; ESTEBAN, María Carmen López. La formación inicial de profesores en Matemáticas y su influencia en la mejora educativa de alumnado con necesidades específicas. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 3-19, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/133/116> Acesso em: 10 de out. 2019.
- MARTINS, Helen Arantes; CARNEIRO, Kleber Tüxen; ASSIS, Eliasaf Rodrigues de. Colonização e ocupação em Vilhena-RO (1960-1980): percursos e percalços históricos na constituição da educação vilhenense. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 123-138, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/163/145> Acesso em: 10 de out. 2019.
- MATOS, Daniel Abud Seabra; JARDILINO, José Rubens Lima. Os conceitos de concepção, percepção, representação e crença no campo educacional: similaridades, diferenças e implicações para a pesquisa. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 20-31, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/111/94> Acesso em: 10 de out. 2019.
- MATTOS, Andreza Batista; FIAMENGHI-JÚNIOR, Geraldo Antônio; CARVALHO, Sueli Galego de; BLASCOVI-ASSIS, Silvana Maria. Inclusão social de crianças com deficiências múltiplas no cotidiano escolar. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 184-207, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/108/90> Acesso em: 10 de out. 2019.
- MEDEIROS NETA, Olivia Moraes; SILVA, Nina Maria. A professora Lourdes Guilherme e o canto orfeônico na escola industrial de Natal (1945-1968). **Educação & Formação**, Fortaleza, v. 2, n. 6, p.



153-164, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/165/147>  
Acesso em: 10 de out. 2019.

MENDES, Priscila Kelly; MOREIRA, Jani Alves da Silva. A Desvinculação das Receitas da União (DRU) e suas implicações para o financiamento da educação básica. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 75-97, 2018. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/271/199> Acesso em: 10 de out. 2019.

MINAYO, Maria Cecília de Souza (Org.). **Pesquisa social: teoria, método e criatividade**. 6. ed. Petrópolis: Vozes, 1994.

MORAIS, João Kaio Cavalcante de; HENRIQUE, Ana Lúcia Sarmiento; SILVA, Lenina Lopes Soares. A produção do conhecimento sobre o ensino médio integrado: uma análise a partir das pesquisas de doutoramento. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 110-123, 2016. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/94/75> Acesso em: 10 de out. 2019.

MORORÓ, Leila Pio. A influência da formação continuada na prática docente. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 36-51, 2017. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/122/105> Acesso em: 10 de out. 2019.

MUÑOZ MUÑOZ, Juan Rafael. La importancia de otros elementos de la didáctica de la música. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 20-35, 2018. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/216> Acesso em: 10 de out. 2019.

NASCIMENTO, Maria Isabel Moura; GRACINO, Eliza Ribas. A presença norte-americana em terras brasileiras e a relação imigração, trabalho e educação. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 56-74, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/136/119>  
Acesso em: 10 de out. 2019.

NASCIMENTO, Mariana Costa; CALSA, Geiva Carolina. Velhice e juventude: revisão da produção acadêmica brasileira acerca de suas representações sociais (2005-2015). **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 131-143, 2017. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/140/123> Acesso em: 10 de out. 2019.

NÓBREGA, Daniela Gomes de Araújo. As tirinhas nas aulas de leitura em língua inglesa: uma proposta didático-pedagógica para iniciantes. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 154-167, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/119/102> Acesso em: 10 de out. 2019.

OLIVEIRA DE AQUINO, Pedro Neto; MARTINS, Cristiane Amorim. As múltiplas linguagens na educação infantil: uma experiência na formação inicial de professores. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 36-54, 2018. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/211/757> Acesso em: 10 de out. 2019.

OLIVEIRA, Ivanilde Apoluceno de. Políticas de publicação e acesso aberto: revistas acadêmicas do Norte e Nordeste. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 38-64, 2016. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/91/73> Acesso em: 10 de out. 2019.

OLIVEIRA, Livia Maria Serafim Duarte; ARAGÃO, Patrícia Cristina de. As questões étnico-raciais nas histórias em quadrinhos e as práticas educativas na formação inicial docente. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 171-190, 2018. Disponível em:  
<https://revistas.uece.br/index.php/redufor/article/view/276/204> Acesso em: 10 de out. 2019.

OLIVEIRA, Loraine Lopes de; MARTINIÁK, Vera Lúcia. Liberdade, igualdade e democracia: o ideário republicano e a educação das mulheres no início do século XX no Brasil. **Educação & Formação**,



Fortaleza, v. 3, n. 9, p. 159-176, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/861/764> Acesso em: 10 de out. 2019.

OLMO-EXTREMERA, Marta; SEGOVIA, Jesús Domingo. La resiliencia a partir de las relaciones profesionales en centros educativos desafiantes. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 3-19, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/864/755> Acesso em: 10 de out. 2019.

ORIANI, Angélica Pall. Entre limites geográficos e pedagógicos: organização do trabalho escolar nas escolas isoladas e nos grupos escolares (São Paulo, 1892-1950). **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 104-123, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/174/156> Acesso em: 10 de out. 2019.

PENA, Alexandra Coelho. Formação de professores de educação infantil: memória, narrativa e inteireza. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 72-86, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/124/107> Acesso em: 10 de out. 2019.

PEREIRA, Anderson de Carvalho; RIBEIRO, Carme Sandra de Jesus. A culpabilidade pelo fracasso escolar e a interface com os “problemas de aprendizagem” em discurso. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 95-110, 2017. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/138/121> Acesso em: 10 de out. 2019.

PEREIRA, Vanessa Souza; BATISTA, Neusa Chaves. A gestão escolar democrática na formação inicial do professor: elementos teóricos para pensar a formação política do professor da educação básica. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 71-87, 2016. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/114/97> Acesso em: 10 de out. 2019.

PINHEIRO, Bárbara Carine Soares; SANTOS, Camila Lima; PENELUC, Magno da Conceição. A educação ambiental na formação de professores de Química da UFBA. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 181-203, 2017. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/129/114> Acesso em: 10 de out. 2019.

QUIXADÁ, Luciana Martins; LINS, Sylvie Ghislaine Delacours Soares; TAVARES, Ana Carolina. O lúdico como atividade discursiva e como uma via para a formação do leitor. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 182-199, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/178/160> Acesso em: 10 de out. 2019.

RIOS, Pedro Paulo Souza; CARDOSO, Helma de Melo; DIAS, Alfrancio Ferreira. Concepções de gênero e sexualidade d@s docentes do curso de licenciatura em Pedagogia. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 98-117, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/272/200> Acesso em: 10 de out. 2019.

ROCHA, Marcos da Silva; OLIVEIRA, Christian Dennys Monteiro de. Intolerância religiosa, educação e diálogo. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 200-219, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/179/161> Acesso em: 10 de out. 2019.

RODRIGUES, Elisandro; GAI, Daniel Noal. Atendimento educacional especializado e atelier pedagógico (entre deficiência potencial e arte potencial). **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 125-139, 2016. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/117/100> Acesso em: 10 de out. 2019.

RODRIGUES, Elisandro; MARANGON, Márcio Luís; DAMICO, José Geraldo Soares. A poesia como cuidado de si: formação e educação. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 85-103, 2018. Disponível em:

<https://revistas.uece.br/index.php/redufor/article/view/173/155> Acesso em: 10 de out. 2019.



- RODRIGUES, Fernanda Fernandes dos Santos; PEREIRA, Boscolli Barbosa. Representações de licenciandos acerca das teorias da aprendizagem e suas relações na prática de ensino em Ciências/Biologia: o conceito de gene em foco. **Educação & Formação**, Fortaleza, v. 1, n. 3, p. 112-124, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/116/99> Acesso em: 10 de out. 2019.
- RÖHRIG, Maiquel. O cânone literário e sua relação com a educação na contemporaneidade. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 121-134, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/104/86> Acesso em: 10 de out. 2019.
- SALES, Sandra Maria da Silva; JOLY, Maria Cristina Rodrigues Azevedo; FERNANDES, Débora Cecílio. Ansiedade infantil em contextos escolares: tudo do inventário de ansiedade escolar usando Rasch. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 166-183, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/107/89> Acesso em: 10 de out. 2019.
- SANTOS, Arlete Ramos dos. A racionalidade coletiva como paradigma organizativo do MST. **Educação & Formação**, Fortaleza, v. 2, n. 5, p. 111-130, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/139/122> Acesso em: 10 de out. 2019.
- SANTOS, Harlon Romariz Rabelo; GONÇALVES, Danyelle Nilin. Política de educação profissional e o ensino médio integrado: seus contextos e o caso do Ceará. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 149-165, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/106/88> Acesso em: 10 de out. 2019.
- SANTOS, Jean Mac Cole Tavares; DA SILVA, Maria Kélia; MELO, Silvano Ferreira. A democratização do acesso ao ensino superior: considerações sobre a adesão da UERN ao Exame Nacional do Ensino Médio. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 165-185, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/180/149> Acesso em: 10 de out. 2019.
- SANTOS, Maria Adriana Borges dos; FERREIRA, Heraldo Simões; SIMÕES, Luiza Lúlia Feitosa. Saberes da docência aprendidos no Pibid: um estudo de caso com professores supervisores de Educação Física. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 104-120, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/103/85> Acesso em: 10 de out. 2019.
- SENA, Fabiana; KULESZA, Wojciech Andrzej. O Ensino Secundário na imprensa do Nordeste (1873-1874): um debate nos jornais do Maranhão e de Pernambuco. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 143-159, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/127/112> Acesso em: 10 de out. 2019.
- SILVA, Cláudio Nei Nascimento da; MUELLER, Suzana Pinheiro Machado. A dimensão formativa da revisão por pares em diferentes áreas do conhecimento: prós e contras segundo os laureados da ciência brasileira. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 101-122, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/162/144> Acesso em: 10 de out. 2019.
- SILVA, Fabrício Oliveira da; RIOS, Jane Adriana Vasconcelos Pacheco. Narrativas de si na iniciação à docência: o Pibid como espaço e tempo formativos. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 57-74, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/270/198> Acesso em: 10 de out. 2019.
- SILVA, Letícia Andrade; SANTOS, Arlete Ramos dos. A prática pedagógica dos professores que lecionam a EJA no município de Ibirataia-BA. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 191-209, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/277/205> Acesso em: 10 de out. 2019.





- SILVA, Nathali Gomes; AGUIAR, Maria da Conceição Carrilho. Representações sociais de professores do ensino superior das ciências exatas e da natureza quanto à definição de docência universitária. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 124-142, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/144/127> Acesso em: 10 de out. 2019.
- SMYTH, Elizabeth; HAMEL, Thérère. The history of initial teacher education in Canada: Québec and Ontario. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 88-109, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/93/92> Acesso em: 10 de out. 2019.
- SOARES, Carla Poennia Gadelha; VIANA, Tania Vicente. Jovita Alves Feitosa: memórias que contam a história da educação nas prisões cearenses. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 140-158, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/96/77> Acesso em: 10 de out. 2019.
- SOARES, Magda. **Alfabetização no Brasil: o estado do conhecimento**. Brasília, DF: INEP/MEC, 1989.
- SOUSA, Neide Maria Fernandes Rodrigues; NASCIMENTO, Deisiane Aviz. A inclusão escolar e o aluno com Síndrome de Down. **Educação & Formação**, Fortaleza, v. 3, n. 9, p. 121-140, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/859/762> Acesso em: 10 de out. 2019.
- SOUZA MARIA, Liliane Sant'Anna de Souza; FONTOURA, Helena Amaral da. Docência inicial em Educação de Jovens e Adultos e a potência da narrativa como dispositivo de formação. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 118-137, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/273/201> Acesso em: 10 de out. 2019.
- SOUZA, Francisco das Chagas Silva; PONTES, Joriana de Freitas; MOURA, Glaudênia Alves de. Palco e resiliência: narrativas de artistas de teatro de Mossoró-RN. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 138-152, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/274/202> Acesso em: 10 de out. 2019.
- SOUZA, Sauloéber Tarsio de; LIMA, Genis Alves Pereira. Escolas polivalentes na ditadura civil-militar: marco no modelo de ensino profissionalizante ou instrumentos de propaganda do regime? O processo de implantação do polivalente de Ituiutaba-MG (1974-1985). **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 72-88, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/101/83> Acesso em: 10 de out. 2019.
- SUESCÚN, Maryluz Báez. Políticas públicas educativas en el contexto social colombiano de la década de los 70 del siglo XX. **Educação & Formação**, Fortaleza, v. 1, n. 1, p. 65-87, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/92/74> Acesso em: 10 de out. 2019.
- THEMELIS, Spyros. Education and equality: debunking the myth of meritocracy. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 3-17, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/120/103> Acesso em: 10 de out. 2019.
- TERRIEN, Jacques; AZEVEDO, Maria Raquel de Carvalho; LACERDA, Cecília Rosa. A racionalidade pedagógica nos processos de mediação à produção de sentidos e de aprendizagem aos saberes. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 186-199, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/166/148> Acesso em: 10 de out. 2019.
- TORRES, Juan Manuel Díaz. Exclusión social y educación superior: la respuesta pedagógica. **Educação & Formação**, Fortaleza, v. 2, n. 6, p. 3-16, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/157/138> Acesso em: 10 de out. 2019.





TRIGUERO, Isabel María Gómez. Gamificación y tecnologías como recursos y estrategias innovadores para la enseñanza y aprendizaje de la historia. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 3-16, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/267/195> Acesso em: 10 de out. 2019.

VASCONCELLOS, Katia Regina Teixeira; BERNARDO, Elisangela da Silva. Profissionalização docente: reflexões e perspectivas no Brasil. **Educação & Formação**, Fortaleza, v. 1, n. 2, p. 208-222, 2016. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/109/91> Acesso em: 10 de out. 2019.

VASCONCELOS, José Gerardo; FIALHO, Lia Machado Fiuza; LOPES, Tânia Maria Rodrigues. Educação e liberdade em Rousseau. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 210-223, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/278/206> Acesso em: 10 de out. 2019.

VASCONCELOS, Maria Celi Chaves; PAIVA, Priscila Pedro. Como educar os filhos na casa: a educação doméstica no jornal *A Mãe de Família*. **Educação & Formação**, Fortaleza, v. 3, n. 8, p. 37-56, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/269/197> Acesso em: 10 de out. 2019.

XEREZ, Antonia Solange Pinheiro; COSTA, Frederico Jorge Ferreira; SANTOS, José Deribaldo Gomes dos. Educação profissional integrada ao nível médio no Ceará: reformas e contradições. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 204-223, 2017. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/130/115> Acesso em: 10 de out. 2019.

ZENAIDE, Maria de Nazaré Tavares. Educação em direitos humanos e democracia: história, trajetórias e desafios nos quinze anos do PNEHD. **Educação & Formação**, Fortaleza, v. 3, n. 7, p. 137-161, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/176/158> Acesso em: 10 de out. 2019.

ZUIN, Aparecida Luzia Alzira; DIAS, Juliane Santos. Formação dos professores que atuam na classe multisseriada na área rural no Sul do Amazonas. **Educação & Formação**, Fortaleza, v. 2, n. 4, p. 160-180, 2018. Disponível em: <https://revistas.uece.br/index.php/redufor/article/view/128/113> Acesso em: 10 de out. 2019.

#### ABOUT THE AUTHORS

##### **Lia Machado Fiuza Fialho**

Post-doctorate student in Education, University of Salamanca (USAL) – Spain; Post-doctorate in Education, Federal University of Paraíba (UFPB); PhD in Education, Federal University of Ceará (UFC). Professor at State University of Ceará – Brazil; Postgraduate Program on Education; Research Group Educational Practices, Memories and Oralities (PEMO). E-mail: [lia\\_fialho@yahoo.com.br](mailto:lia_fialho@yahoo.com.br)  
ORCID: <http://orcid.org/0000-0003-0393-9892>

##### **Francisca Genifer Andrade**

Doctorate student in Education, State University of Ceará (UECE) – Brazil; Postgraduate Program on Education; Research Group Educational Practices, Memories and Oralities (PEMO). E-mail: [geniferandrade@yahoo.com.br](mailto:geniferandrade@yahoo.com.br)  
ORCID: <http://orcid.org/0000-0001-8280-3250>



**Karla Angélica Silva do Nascimento**

Post-doctorate student in Education, State University of Ceará (UECE). PhD in Brazilian Education at Federal University of Ceará (UFC). Postgraduate Program on Education; Research Group Educational Practices, Memories and Oralities (PEMO); PNPd/CAPES scholarship recipient. E-mail: [karla.asn@gmail.com](mailto:karla.asn@gmail.com)  
ORCID: <https://orcid.org/0000-0001-6103-2397>

Received on: 01-15-2020  
Approved on: 02-01-2020  
Published on: 02-01-2020

