

APRESENTAÇÃO DOSSIÊ TEMÁTICO

PRESENTACIÓN DEL DOSSIER TEMÁTICO

THEMATIC DOSSIER PRESENTATION

**RETRATOS DA EDUCAÇÃO SUPERIOR – INCLUSÃO,
INTERCULTURALIDADE E INOVAÇÃO PEDAGÓGICA**

***RETRATOS DE LA EDUCACIÓN SUPERIOR - INCLUSIÓN,
INTERCULTURALIDAD E INNOVACIÓN PEDAGÓGICA***

***PORTRAITS OF HIGHER EDUCATION - INCLUSION, INTERCULTURALITY
AND PEDAGOGICAL INNOVATION***

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RESUMO: O dossiê temático Retratos do Ensino Superior – Inclusão, Interculturalidade e Inovação Pedagógica objetivou sistematizar produções de relevada contribuição, construindo rede de socialização dos conhecimentos que estão sendo desenvolvidos e pesquisados pelas universidades que compõem o Observatório Internacional, Inclusão, Interculturalidade e Inovação Pedagógica (OIIIPE) e convidados. O Dossiê está sendo organizado com 18 artigos, sendo 3 internacionais e 15 nacionais, envolvendo o ensino, a pesquisa e a extensão da graduação e pós-graduação, bem como colocando os saberes produzidos por cada universidade em movimentos de trocas científicas nacionais e internacionais, trazendo visibilidade e projeção interinstitucional.

PALAVRAS-CHAVE: Inclusão. Interculturalidade. Inovação Pedagógica.

RESUMEN: *El dossier temático Retratos de la Enseñanza Superior - Inclusión, Interculturalidad e Innovación Pedagógica tiene el objetivo de sistematizar producciones de elevada contribución. Con vistas a la construcción de una red de socialización de los*

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conocimientos que están siendo desarrollados e investigados por las universidades que componen el Observatorio Internacional, Inclusión, Interculturalidad e Innovación Pedagógica (OIIHPE) y los invitados. El dossier está siendo organizado con 18 artículos, siendo 3 internacionales y 15 nacionales, involucrando la enseñanza, la investigación y la extensión de la graduación y posgrado, así como colocando los saberes producidos por cada universidad en movimientos de intercambios científicos nacionales e internacionales, trayendo visibilidad y proyección interinstitucional.

PALABRAS CLAVE: *Inclusión. Interculturalidad. Innovación pedagógica.*

ABSTRACT: *The Thematic Dossier Portraits of Higher Education - Inclusion, Interculturality and Pedagogical Innovation aims at systematizing productions of acknowledged contributions. It builds a network of socialization of the knowledge that is being developed and researched by the universities that compose the International Observatory of Inclusion, Interculturality and Pedagogical Innovation (OIIHPE) and guests. It includes 18 articles, being three of them international and fifteen national articles regarding Teaching, Research and Extension of Undergraduate and Graduate courses. It also sets the knowledge produced by each university in National and International Scientific Exchange Programs, bringing visibility and inter-institutional dissemination.*

KEYWORDS: *Inclusion. Interculturality. Pedagogical Innovation.*

In modern contemporaneity, higher Education has to perform the hard task of collaborating to create ways to enable societies' development by means of searching for its contributions in the past and researching for new possibilities of overcoming problems in the 3rd millennium. The different faces of higher education in each historical moment result from social expectancies and collective survival, and as such it changes and is adapted over time.

In the last decades the thematics of inclusion, interculturality and pedagogic innovation have been investigated by research groups in Brazilian and international universities. They all search for paradigm changes that may contribute to the development of educational settings in attendance to human needs in collective environments. The issues are polemic and involve educational institutions of all educational levels, especially at the higher education level. It thus becomes of the essence to think and rethink such theme at the higher education level in a movement that searches the past and thinks the future on the basis of Human Rights, intercultural and human differences, social and

educational inclusion and pedagogic innovation. The present publication has the intent to attend to such demands.

This dossier is organized with 18 articles, of which 3 are international and 15 are Brazilians. The articles involve research, teaching and outreach university work at graduate and undergraduate levels coordinated by the writers, who are also researchers and belong to state universities. We all engaged in an exercise of scientific exchange of our knowledge in an attempt to bring about interinstitutional visibility and projection.

The articles of this Dossier are intertwined in the sense that their authors are part of an important International Network created in 2015: the International Observatory of Inclusion, Interculturality and Pedagogic Innovation (IOIPI), composed of 22 Brazilian universities and 05 international universities (Mexico, Cabo Verde, Cordoba-Spain, Catholic of Maule-Chile and Evora-Portugal). Thus, all authors are university teachers, outreach workers and researchers, and their papers express these works.

During the elaboration of this Dossier we had the opportunity to read the several papers sent and to reflect upon the ideas exposed in them. We were able to understand the different subtleties of each article and think of a variety of scenarios and viewpoints. And yet, they are all united by the common themes of inclusion, interculturality and pedagogic innovation and point to results produced by the Observatory since its creation.

The history of creation and consolidation of the collaborative research network involving the IOIPI and the Laboratory of Research, Studies and Support to Participation and Diversity in Education (in Brazilian Portuguese: LaPEADE) subsidizes the creation of public policies and the strengthening of research networks and national and international institutional partnerships. Such history is what conceptually designs the three key concepts of this Dossier: inclusion, interculturality and pedagogic innovation within and *omnilectical* understanding.

The *omnilectical* perspective of inclusion corresponds to a wholly way of perceiving human and social phenomena and it assumes that there are dialectical and complex relationships between cultures, policies and practices. All these dimensions, together, form the basis upon which life manifests itself (SANTOS, 2013).

The above author adds that the *omnilectical* perspective cannot be resumed to a theory:

[...] it is a way of explaining/conceiving and being at the same time. A concept, therefore, that is both reflexive and contemplative, as much as it is applicable to our practices, to our life styles. The term *omnilectics* is

composed of three morphological elements: the Latin prefix *omni* (meaning everything and everybody), the Greek root *lektos* (meaning variety, linguistic differences, but here emphasizing the variety and the difference) and the Greek suffix *ico* (in relation to; concerning).

The next article, by Nicanor Rebolledo, shows the results of a collaborative research carried out in 15 schools of basic education in Mexico City. The aim was to promote bilingualism and interculturality of indigenous students. His paper leads us to analyze intercultural practices that represent alternative ways to promote justice in schools, opening up the opportunity for indigenous students to effectively participate in school decision processes. In his findings, the author points out that bilingual intercultural education promotes the acknowledgement of indigenous and non-indigenous identities, the reinvention of the indigenous identities of the students and the creation of a indigenous cultural pedagogy. However, in his final reflections he points out that such schools, while they institute inclusion policies, they also encourage ethnical segregation, when the cultural difference is understood in terms of a cultural relativism and as a normalizing process. The author states that what must be done is the acknowledgement of the of the cultures, without centralizing attention on the cultural origin of the groups, while respecting group reality, avoiding stereotypes and promoting the reciprocal knowledge of all cultures involved.

The third article problematizes teachers' and students' perceptions on the pedagogic practice related to inclusion, interculturality and pedagogic innovation in a *Lato Sensu* post graduation course in Education of the Catarinense Federal Institute of Education, Science and Technology – Camboriú campus, in 2016. The analytical perspective used was the omnilectics, as in the IOIPI, which acknowledges the complexity and dialectic aspects of cultural, political and practical relations. In this context, the paper presents the innovative meanings that the intercultural and inclusive pedagogic practices assume in the process of educating future teachers.

In the article titled “Pedagogic innovation, inclusion and interculturality in teacher education of Pedagogy and Indigenous Teachers courses at the Federal University of Ceará”, the authors reflect upon the data collected in narratives about experiences in pedagogic innovation that is guided by the concepts of diversity, inclusion and interculturality. Thus, they analyze how effectively inclusive societies and educational institutions can be when they take into account their conceptions of pedagogic innovation, inclusive cultures, policies and practices and the way they all relate to each other.

The 5th paper, by Adriana, Rejane and Paulina, of the State University of Acaraú Vale aimed at analyzing and discussing the curriculum innovation in the university context, specifically the context of creation and development of the higher education indigenous teaching licentiateship. A qualitative, documentary research based on focus groups and participant observation evidenced the protagonism of a specific ethnic group and challenged the university to acknowledge new kinds of authorships in the production of knowledge. Such proposal promoted curriculum changes, intercultural dialogues and instituted pedagogic innovation in the higher education context.

The creation of educational projects based on valorization of the individual and collective differences which focus on equality of opportunities and equity in an attempt to overcome indifference and intolerance is an extremely important presupposition in the sixth article. Thus, the study, of a qualitative nature, analyzed how an institutional policy in support of students with disabilities at the Ouro Preto Federal University and an outreach project in inclusion developed by the Department of Education put such presupposition into practice. The authors considered that it is necessary a set of actions to ensure equality of participation and respect and valorization of human differences. They pointed out that teachers are key actors in the process of pedagogic innovation in an inclusive perspective and that all those involved with the university context share some responsibility.

In the seventh paper, the authors dialogue with some participant research, ethnography and social technology theoretical-methodological approaches, as well as with the Social Representation theory in an attempt to understand the relationship between technologies and teaching. They reflect on the digital inclusion of students of basic education and of teachers in initial education in the cities of Niteroi and Rio de Janeiro. The authors report the difficulties in establishing a dialogue about the traditional and new technologies used in pedagogic practices, stating that it is a complex process, though they also see possibilities for innovation.

The authors of the eighth article, titled “Inclusive classroom in licentiateships in higher education: what space is this?” show the difficulties related to the administration of the classroom, be them virtual or presential, when it comes to inclusion. Their intention was to collaborate with the professional practice of teachers in initial education. They highlight that the university teacher is also an administrator of the classroom and as such should understand his/her practice within a heterogeneous perspective in which they are to emphasize the “how” students learn, and not just “how” they must teach. They also say that

teachers and students need to act in a complementary way to this heterogeneous environment, that is, the student should act in an interactive and relational way, while teachers should apply adequate methods. To sum up, they argue that an inclusive classroom implies the establishment of rights and duties, acceptance of differences, transforming the classroom from a place of mere teaching into a place of learning to learn in which the teacher is the scientific mediator.

The 9th article, by Gabriela Rodella de Oliveira is named “Paulo Freire Project of Academic Mobility and Teacher Continued Education of the State Educational System of Bahia”. It presents a reflection on the processes of transforming knowledge and the creation of subjectivities and identities based on the contact with other cultures and with similar and different teaching practices. It reports that between September and October of 2017 20 Basic Education teachers and a team of teachers of the Federal University of the South of Bahia were in Uruguay for an academic exchange. They experienced a rich cultural academic agenda which made it possible for them to understand the national reality they were visiting, the educational system and how Uruguayans have full access to the internet with a high quality of use. This was a gratifying experience that showed Brazilian teachers that teachers in general may undergo continuous transformation and not fear the unpredictable, the alterity and the other.

The article by Tony Booth discusses that the concepts of inclusion and exclusion may help to change our thoughts and practices. To develop inclusive thoughts and practices and to keep the human flourishing has become fundamental, given the needs of today and the future of humanity. The global economic approaches contribute to and feed mass migration, lead to social inequalities and enhances exclusion, ruining our house, the planet Earth. The environmental destruction, including the global warming, leads us to chaos. As teachers, it is our responsibility to deliver an education that is part of the solution to the urgent problems of our time, according to the author.

The eleventh article, named “Inclusion, art and teaching: pathway to a pedagogic innovation” makes us think about teaching in times of a university discourse which suffers the impacts of capitalism, in which the authorship of the teacher may be felt as a challenge. The more the access to higher education is democratized, the more subjects who were once segregated and excluded become subjects of knowledge. The authors emphasize that Art, if well used, may significantly contribute to a good didactic in classroom. They explain that

the new technologies influence youngsters' sensitivity and attract them, and that the Arts may help educational practices to become innovative and attractive.

The 12th article is about a documentary research on strategies of permanence of disabled students in the Federal universities of the West-Centre Region of Brazil, by means of census data. The authors used as source the statistical microdata of the Higher Education Census and worked on them by means of the version 20 of the IBM SPSS Statistics software. The paper emphasizes accessibility conditions, subject offer, availability of professionals and the need for more investment in infrastructure. It concludes that the system does "what is possible, not always what is needs and, many times, with dubious quality".

The 13th article aimed at presenting a conceptual plan that guided the developed actions of a teacher inset course on the basis of music education, musical performance and artistic creation in alignment with an intercultural and pedagogically innovative perspective. The methodology used was based on Art and named ArTography. The first reflections about the results pointed to the rediscovery of the sensitivization of the ability to hear and of the perception as integrative knowledge.

The author of the paper "Educating Science teachers towards an inclusive pedagogic practice" emphasizes the importance of the curriculum of teacher education courses be developed in an inclusive perspective, encompassing theoretical and practical perspectives, as well as adequate pedagogic strategies during all the initial education. The paper presents a research carried out with a group of future Physics, Chemistry, Biology and Maths teachers of the Federal University of Itajubá (UNIFEI). The author points to the urgency in rethinking the segregated practical disciplines. She also calls attention to the role of the university in forming professionals who are able to teach to disabled students and students with other different conditions.

The text "Collaborative Consultancy in Higher Education", by Donati and Capellini, has a focus on an Autistic student. It leads us to reflect upon adjustments in evaluation strategies, including: linguistic adaptation of questions and acceptance of oral answers with the help of the use of the paper or the white board. All the process of the research was registered by means of note taking, photography and audio and video recording. The authors conclude that the strategies applied were positive and successful. They point that, as long as this action is transversal, it becomes part of the daily routine of

the classroom and that this involves collaborative actions between the regular and the special teachers.

The 16th article presents the results of an investigation about discrimination, sexual orientation and gender identity between the years 2009 and 2016 in Chilean schools on the bases of a helpline database. Although school homofobia was evidenced in the database, it did not result in any governmental action to prevent it. The author stresses that there is a lot to be done to eliminate homophobia, especially because educational professional have prejudices and are not well prepared, professionally. He concludes by stating that inclusion is the way to combat any cultural homophobia.

The authors of the 17th paper alerts us that at times such as the current attacks to democracy in which we live, it is urgent to defend and equitable and democratic school and to presume the plural nature of such space and of state universities. They also stress that the conservative, normalizing political discourses jeopardize social and democratic progress. They argument that dialogical settings strengthen the circulation of knowledge and the equality of rights to men and women.

The paper titled “Pedagogy Courses in Higher Education Institutions in Terezina – Piauí, Brazil: including or excluding men?” leads us to reflect on how masculinities and femininities are constructed in the scholar culture of such courses. A documental and field research was carried out in six institutions with 94 subjects and document analysis. The author concludes that the Pedagogy Courses’ curriculum discourages early childhood education professionalization and because of that it rejects men to specialize in this level of education. He also states that teaching profession reflects underlying academic and school cultures that historically influenced by the sexual division of labour. In other words, the teaching profession is permeated by conceptions that exclude and reproduce prejudices and stereotypes, but also originate identities that educate, transform, reveal feelings and produce knowledge that reinvent men and women teachers.

In this perspective, the present Dossier brought about the themes of Inclusion, interculturality and pedagogic innovation, creating opportunities for reflection, analyses and exchange of experiences while building a network of mutually dependent knowledge that comprehend the dimensions of complementarity and connectivity amongst sciences in the researches and experiences of the authors that belong to the OIIIIPe and their guest writers.

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