

15 YEARS THINKING OF SCHOOL EDUCATION IN IBERO-AMERICA

15 ANOS PENSANDO A EDUCAÇÃO ESCOLAR EM IBERO-AMÉRICA

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After 15 years of the signing of the Academic Collaboration Agreement between UNESP – through its Faculty of Science and Letters of Araraquara – and the University of Alcalá de Henares – through the Department of Education Sciences – the constitution of a group of researchers who have been dedicated to thinking, writing, analyzing and proposing initiatives for School Education in Ibero-American territory is celebrated here.

Although the group's work includes the Ibero-American Journal of Studies in Education and is consolidated in dozens of books, it is possible to point out some axes that structure the work already done: 1. Public Policies and Education Management; 2. Information and Communication Technologies in Education; 3. Teacher Training, Teaching Work and Pedagogical Practices; 4. Sex Education, Sexuality and Gender; 5. Special Education; 6. Higher Education; 7. Internationalization.

This dossier brings together the work of a part of the intellectuals involved in this task of analysis, since it would be impossible in a fascicle to gather the *work in totum*. Some articles bring as co-authors guidance of researchers of the group, consolidating a practice of action together with those researchers who graduate there.

Despite the difficulty of systematization expressed, the first article, by Thaís Vargas and Maíra Darido, seeks to recover part of the bibliography produced, taking as a vertex of analysis changes that were produced when the global means of dissemination required entry into the

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world of digital interactivity. In *Ibero-American thinking: The pathway to internationalization*, the authors remake the recent trajectory of the information and communication vehicles used to disseminate the scientific production of the group, in tune with the global big data of the indexed platforms. All this effort is read in the article as a differential for the internationalization of Ibero-American school thinking.

Internationalization is also the mainstream of the analysis of Marcelo Rabossi and Ariadna Guaglianone when analyzing that higher education is a decisive factor for the development of a national development project. In the article *University internationalization policies in Argentina: Student mobility and scientific production*, the researchers present data and conclusions on the effects of government policies that target student mobility and Argentine scientific production, revealing the statistical sources that underpin the research carried out.

José Luis Bonilla Esquivel and Melanie Elizabeth Montes Silva, in *Short courses abroad: Learnings obtained by postgraduate students in educationn*, are also dedicated to understanding the academic mobility program carried out by Mexican students in Spain and Portugal. Although stays are carried out for short periods, the researchers indicate positive results of the experience with regard to specific conceptual learnings; procedures for the organization of personal agendas; attitudes towards important academic values; and socioaffective coexistence.

The two texts that follow this dossier refer to two modern characteristics of school project management: the first is shown to affect the objectives of management; the second is directed to the means that allow to achieve the objectives outlined. The text entitled *The institutional observatory as a strategy to contribute to equity in higher education*, written by Guadalupe Palmeros y Ávila, Silvia Patricia Aquino Zúñiga and Verónica García Martínez, is the result of a research project of the Regional Observatory of Quality of Equity in Education (ORACLE), sponsored by the European Union for through the Erasmus+ programme. The results are a milestone to define the purpose to be achieved in higher education: equity. Alejandro Berrios, Margarita Aravena, Marina García-Carmona and Mario Martín Bris, in *Leadership and institutional self-evaluation*, demonstrate the importance of leadership to guide self-assessment processes when the goal is to achieve participatory management.

Five studies analyze the impacts of new technologies on educational processes. Dayra Émile Guedes Martínez, José Luís Bizelli and Márcia Lopes Reis write *Pedagogy courses: Digital technologies and social justice*, investigating pedagogical projects of pedagogy courses in public universities in the state of São Paulo, Brazil, seeking to identify their adherence to the principles of social justice and the use of digital technologies. Andressa Cristina Dadério de

Melo, Ana Claudia Câmara Pereira and Silvio Henrique Fiscarelli, in *Information and communication technologies: Research on the contributions of learning objects in the process of literacy*, analyze Brazilian public policies concerned with the literacy process and the improvement of learning in reading, writing and mathematics, demonstrating that the use of technology – as a playful and motivating element – is an efficient resource, capable of promoting cognitive development in children. The text *Pedagogical intervention in qualification processes at the National Pedagogical University (Mexico)*, by Héctor Hernando Fernández Rincón, works with a method that allows students to design and develop a project, via Moodle, to finish the degree in Pedagogy.

The work of Roman Eduardo Sarmiento Porras and Lina Maria Osorio Valdés, entitled *Framework for teaching of research in postgraduate courses in education*, proposes a digital structure that integrates within the Social and Human Sciences the basis of the research process in Graduate Studies, which would facilitate activities such as international research and exchange between programs. Finishing the set, Eliana Nagamini, in *Communication and education in the development of searches at the ProfLetras - UFTM*, analyzes master's dissertations of students of the ProfLetras program, from UFTM, whose theme establishes dialogue between Communication and Education, a fundamental factor to perceive the presence of media languages in the classroom.

The three texts that follow the dossier address current themes of school educational practice: gender, sexuality and inclusive education. The authors Nieves Hernández-Romero, Concepción Carrasco-Carpio and Soledad Andrés-Gómez, in *Isabel Muñoz Caravaca discipline: An initiative for the study and promotion of equality between men and women* and women, propose to collect research and documents that guide actions to address issues related to gender violence, equality and visibility of women's contribution throughout history. Ana Cláudia Bortolozzi Maia and Tatiana de Cássia Ramos Netto – in the text *Sexual health and aging: Literature review and notes for sex education* – systematize and categorize the literature on the subject, seeking to combat prejudice about sexuality in aging and remembering that elderly people have active sexual life and are vulnerable to sexually transmitted infections. Gloria Elena Landero Jácome and María Cristina Miranda Álvarez close this block discussing inclusion in Higher Education. In *Inclusive education within the framework of higher education*, the authors defend inclusive education as one that allows the construction of dimensions that promote equity, collaboration and the development of the excluded university community.

What skills can be developed in the classroom and by what means? This is what the next two texts seek to answer with regard to cognition and creativity. Marina Barba Dávalos, *Development of cognitive skills of the performing arts in the classroom*, argues that memory, attention, active listening and teamwork are skills exercised at a high level in the performing arts. Thus, his work was to analyze learning and action strategies in different disciplines to think methodology of application in the classroom that allows the development of the aforementioned skills. In the text *Creativity: The necessary skill for professionals in this century*, Maria Angela Barbato Carneiro and Neide de Aquino Noffs discuss the concept of creativity and its relevance to the development of teaching skills that transform them into critical subjects capable of solving pedagogical challenges.

Three discussions conclude this publication. The main theme is teacher training. Cecilia Marambio-Carrasco and Francisco Gárate-Vergara – in the text *Development of critical, reflective and creative thinking in students from the career of children's educator to strengthen their professional identity* – discuss the formation of those who dedicate themselves to Early Childhood Education in Chile, evaluating and analyzing the mastery of superior cognitive skills of critical thinking present in their courses. Still discussing courses that train teachers in Chile, Juan Pablo Catalán Cueto, in *Action research as a strategy for reviewing pedagogical practice in the initial education of basic education teachers*, focuses on university education and its needs for change and transformation to face the 21st century. Finalizing this dossier, the text *The supervision of teaching as an inductor of the strengthening in the continuing education of education professionals of the São Paulo state public network*, Chelsea Maria de Campos Martins and Paulo César Cedran, analyzes the role of the supervisor and its challenges in building the improvement of the quality of teaching offered to students of public schools in São Paulo.

As stated, the intention here was not to account for the production of this research group that has been investigating school education in Ibero-America, but to bring some recent contributions to continue this work. Good reading!

How to reference this article

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