

Editorial

Thematic Dossier

Brazilian Higher Education: from curriculum to pedagogical praxis

v. 23, n. esp. 1, out. 2019

Mirlene Ferreira Macedo DAMÁZIO¹
Edvonete SOUZA DE ALENCAR²
Paloma Alinne A. RODRIGUES³

Higher education nowadays has been questioned about its results. In this sense, thinking of higher education in the face of this current reality, respecting the singularities of this level of education, should be the goal of institutions and their managers.

To contribute to the advancement of this process, it is necessary to broaden the look, to seek new ways of understanding the world, man, knowledge, society, education, the university and the working world, recognizing an axiomatic among the sciences to explain the present phenomenon.

Given the above, the organization of a curriculum for higher education, aims not only the interactions of methods, the meanings that record the observable data and order them in schemes, but create new learning environments, favoring expanded and full training of the students. The elaboration and execution of curricula in higher education generate actions of infinite possibilities, and we ask: from the curriculum the pedagogical praxis what is happening to negatively and positively affect their results involving the academic management and

¹ Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. Actually Adjunct Professor of the Federal University of Grande Dourados – Faculty of Education - FAED. Head of Multidisciplinary Center for Inclusion and Accessibility of the Rectory/UFGD. Manager at UFGD of the International Observatory, Inclusion, Interculturality and Pedagogical Innovation - OIIIPe on Higher Education through the Cooperation Agreement between UFRJ/UFGD, other 18 universities, 5 of the international. Coordinator of the Specialization in Special Education Course FAED/UFGD. ORCID: <http://orcid.org/0000-0001-744492261>. LATTES: <http://lattes.cnpq.br/5077106979133255>. E-mail: psmirlenefm@gmail.com

² Federal University of Grande Dourados (UFGD), Dourados – MS – Brazil. PhD in Mathematical Education from PUC-SP (2016). Adjunct Professor of Higher Magisterium of the Federal University of Grande Dourados - UFGD – Department of Education - FAED. Permanent teacher of the Master Program Scientific and Mathematical Education. Member of International Observatory, Inclusion, Interculturality and Pedagogical Innovation. ORCID: <http://orcid.org/0000-0002-5813-8702>. LATTES: <http://lattes.cnpq.br/7580068291554336>. E-mail: edvonete.s.alencar@hotmail.com

³ Federal University of Itajubá (UNIFEI) – Itajubá – MG – Brazil. Adjunct Professor I of the Institute of Physics and Chemistry, Federal University of Itajubá. PhD in Education from University of São Paulo (2017). Coordinator of the Accessibility and Inclusion Center and of the research group Center for Studies in Teacher Education, Technologies and Inclusion (NEFTI) from the Federal University of Itajubá. Researcher – member of International Observatory, Inclusion, Interculturality and Pedagogical Innovation (OIIIPe). ORCID: <https://orcid.org/0000-0001-9005-5627>. LATTES: <http://lattes.cnpq.br/3105244809997900>. E-mail: palomaraap@gmail.com

ambience of a classroom? From this perspective, understanding is complex, encompassing various scientific interpretations, and this leads us to think of the curriculum and its praxis in a subjective and objective manner, with a view of the whole and of plural knowledge.

By idealizing this thematic dossier, we aimed to systematize productions of relevant contribution within the theme, aiming at the socialization of the knowledge that is being built by the various research and experiences in the universities that make up the International Observatory, Inclusion and Interculturality (OIIIIPe, Portuguese initials) and guests. The Dossier will be organized with 14 articles, 1 international and 13 national, involving the teaching, research and extension of undergraduate and postgraduate, as well as placing the universities in scientific exchange movements, bringing visibility and interinstitutional projection.

From the above, we seek in this dossier a scientific publication, able to contribute to the theme: *Brazilian Higher Education: from curriculum t pedagogical praxis*, aiming to organize works that accompany this theme in national and international universities. The theme is controversial and it is important to reflect and socialize the knowledge that research is drawing on the issue. From this motto of studies appear the contributions in our publication.

Have a nice reading!