

Editorial
Special issue Intersaberes - 2014

Reflections on the relations between technology and teacher education

This appropriate and necessary Intersaberes Magazine special issue inaugurates new demands on publication. The current policies at Centro Universitário Internacional UNITER are directed to the promotion and support of research and were intensified since its creation for the development of: Program for creating groups and research projects to be developed by professors from different areas at UNINTER; program to offer scholarships for undergraduate students, Scientific Initiation Program (PIC).

The purpose of this Special Issue 2013 aims to make it possible for researchers from the institution disclose the results of their studies and research, published in the form of articles in accordance with Intersaberes Magazine criteria, which favors the scientific community access to this production. In fact, this Intersaberes issue contains articles of researchers from Centro Universitário Internacional UNITER that composes the group of researchers from the Professional Master's Degree in the Education area.

Thus, by bringing to public, the publication of the special issue *Reflections on the relations between technology and teacher education* resulting from investigations in the area of education carried out in the institution is summed to other initiatives promoted by UNINTER for the research dissemination such as the Scientific Initiation Meetings and Scientific Forums, which concretized actions triggered by the Research Coordination. It is worth noting that all groups and research projects were evaluated by the Committee on Ethics in Research.

The first article with the title *New educational technologies as instruments that form the school culture* written by Luciano Frontino Medeiros and Onilza Borges Martins aims to present a comparative study between between two distinct modules of a higher education course in technology in the form of distance education. In this study two modalities of pedagogical practices were analyzed, an

innovative practice and a traditional one. From the diverse and evaluated topics such as the use of learning routes or trails, participation in discussion forums, statistics of downloads and the comparison of the objective evaluation in each one, it was possible to notice that in the module with greater interactivity the results in the evaluation were better. The article points out that in a teaching and learning process in Distance Education the content available to the students in learning management systems is insufficient, because Distance Education lacks pedagogical practice to a level of greater interactivity.

The article *Psychomotor skills and teacher formation: what the production of PDE-PR evidences*, proposed by Daniel Vieira da Silva and Suelen Vieira Martins analyzes the concepts of Psychomotor skills and Psychomotor Education that permeate the training and the work routine of teachers from Paraná state related to basic education. The text was systematized from the following actions: a) a survey on the production about the body and school practices that impact on it from the psychomotor skills and psychomotor education locators, among the articles resulting from the PDE/PR; (b) the state of the art analysis of such articles, in the light of academic production in the field of education and the area of Psychomotor skills; c) the confrontation of such production with the general and specific assumptions of the National Curriculum Parameters (1997) and the Curriculum Guidelines of Paraná state (2008). The article concludes that a reduced and functionalist conception of psychomotor skill and psychomotor education prevails in the publications analyzed and the ignorance and/or disregard in relation to the historical advances and the concrete possibilities offered by knowledge produced in this area to the educational field.

Elaine Cátia Falcade Maschio and Onilza Borges Martins present the article *New educational technologies as instruments that form the school culture*. In this article, the authors analyze the insertion and use of new educational technologies in schools as a possibility to overcome the "traditional" school practices in order to produce a new school culture. They highlight that the insertion of the new technologies in the schooling process imposes on education professionals resize

the pedagogical practice, considering new ways of learning. The introduction of digital technologies in the school space is able to reorder the daily routine of pedagogical practices, and consequently produce new school cultures.

In the case of evaluation, it is presented the article *Only a successful evaluation is the path to a good education*, written by Ivo José Both. According to the author, the article is the result of experience and research in evaluation developed along the academic activity. His goal is to argue the need for evaluation process for the sustainability of learning, development and performance in educational and organizational academic environments. He also argues that academic performance is necessarily related to the intervention capacity of the evaluation. It also includes discussions on the simultaneity of the events and the awareness of sustainable development in organization, allowing the necessary flexibility in making new paths to be pointed out from the well-established and implemented evaluation process.

In relation to evaluation, the article *Public policies in education: reflective considerations on the PDE - educational development program of the state of Paraná*, written by Daniel Soczek presents preliminary data from ongoing research on this teacher education program. The objective is to point out elements that will contribute to the construction of indicators for the impact evaluation of this program in the public schools in Paraná State in terms of improving the professional qualification of teachers from the public system of education.

The article *The otherness in History textbooks used in middle school* is written by Eliane Mimesse Prado and Gabriela Gonçalves Rosa da Silva. In this paper, the authors present the results of a research that has examined how the otherness appeared in textbooks of History. The study showed how the equality and inclusion discourses were described in the Brazilian History handbooks adopted in the 7th grade of middle school. According to the authors, the conclusion indicates that despite the new methodologies and innovative discourses, the textbooks still present an ethnocentric perspective on certain events, a fact that is often repeated by the teachers in their everyday life.

Finally, this 2013 Special Issue presents the article *Considerations about learning by social networks* by Alvino Moser and Mario Sergio Cunha Alencastro. The

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article presents considerations about the mediation that occurs in social networks and their possibilities for the use in the teaching-learning process.

For the authors, this scenario represents subversion in the daily practices of teachers. In order to be inserted in this process, the role of the teacher is not to transmit or to spread the knowledge in a unidirectional way, but to encourage students to connect with their colleagues, by sharing knowledge and practice, and to promote an experience of collaborative learning.

We thank the authors of the articles who have considerably inaugurated this editorial policy of Intersaberes Magazine, and opened space for new issues in this perspective. We also express our gratitude to the referees who have contributed with their assessment on the articles submitted, and to those employees who reviewed the texts.

Enjoy the Reading!

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Joana Paulin Romanowski- Editor