

It is our pleasure to present the set of texts of the second issue of *Education and Research* in 2014. A little dossier of texts on a current theme opens this issue. We hope that theme will gain ground in the reflections of Latin American scientific community. The editorial board of our journal has long cherished the idea of promoting a quality debate which could help publishers of Brazilian journals and researchers to collectively tackle issues relating not only to the professionalization and internationalization of journals, but also to the practices of academic assessment generally called *scientific productivism*. The opportunity arose in October last year during the celebration of the 15th anniversary of SciELO, held in São Paulo.

The three-day meeting brought together a significant number of experts from different parts of the world and had an intensive and varied program, covering topics of great interest to those involved in the field of scientific production and publishing.

In order to document part of the important reflections made on that occasion, we invited some of the speakers to publish their writings in *Education and Research* and, thus, allow a larger number of researchers to have access to some of the thought-provoking analyses raised by their presentations. Therefore, the choice was not random. It was essential to offer: a text with comprehensive questions about the wider scenario of the set of journals that make up SciELO network; a second text which took into account the specificities of the humanities and their way of producing knowledge; and finally a text with reflections from the perspective of a benchmark journal in its area of expertise, its experiences, strategies and challenges currently experienced by Brazilian journals. It is important to clarify that, although the three authors were invited, their texts were peer reviewed, according to the publication procedure of our journal. The article “The emergence of journals of Brazil and scenarios for their future”, by Abel Laerte Packer, Coordinator of SciELO / FAPESP Program opens the dossier. The author’s wide experience with SciELO Brazil gives an insider’s perspective, which transpires in the richness and sophistication of the material compiled, as well as in the analyses of editorial management policies.

The author presents a broad bibliometric study, based on the 400 journals of Brazil indexed in SciELO, Scopus and WoS. The text has great potential to serve not only as a starting point for debate on the burning issues faced by editors and researchers in the academic and editorial fields, related to the processes of professionalization and internationalization of journals, but also as a source of data already compiled in the form of graphs and tables which can support new studies, including comparative and interdisciplinary ones.

Following, Teresa Cristina Rego, in the text “Productivism, research and scholarly communication: between poison and medicine”, presents very thought-provoking reflections, developed from her dual membership in the academic field: as an editor of *Education and Research* and as a representative of humanities at SciELO. The choice of the article’s title itself reveals the critical spirit and courage behind

the reflections that Teresa presents about very topical issues related to the production and dissemination of scientific research nowadays. She starts with an idea that proves fruitful to the argumentation built throughout the text: the impossibility of addressing the issue of scholarly communication separately from those of the structure and context of its production, since indexed journals are a part of that structure. She then presents analyses of the effects on scientific production, due to the strict assessment processes which researchers, graduate programs and scientific journals have been subjected to. At the end, she offers suggestions that involve the participation of SciELO in the articulation of editors' collective actions "in order to develop political action to combat the ills of the current system of production, evaluation and communication of science".

In "Challenges to the editors of humanities in scientific journalism and social networks: reflections and experiences", Jaime Benchimol, Roberta C. Cerqueira and Camilo Papi share the history, experience and strategies of a specific journal, *HC-Revista História, Ciências, Saúde – Manguinhos*, published since 1994 by Casa de Oswaldo Cruz, Fundação Oswaldo Cruz, in its pathway since it was admitted to SciELO collection until today. The authors analyze the gains in terms of visibility, prestige and projection in the area, as well as the challenges since then. Their extensive experience as editors of this journal allows them to offer insight not only to editors of scientific journals, but also to researchers about the different currents and positions on the issues faced for at least a decade by the academic community: ranking and internationalization of journals and graduate programs; evaluation processes that favor quantitative over qualitative criteria. The article also presents very interesting results of *Manguinhos* journal's recent experience of joining the social networks (Facebook and blog). Such experience is innovative in that it uses Google Analytics and Facebook and SciELO metrics, which are different from the metrics traditionally used to assess the impact of scientific publications.

Then, a group of five articles deals with aspects of the teaching profession and career, one of the themes with strong presence in *Education and Research*. In "Satisfaction and professional status: a study of teachers in the early years of their career", Mariana Gaio Alves, Nair Rios Azevedo and Teresa N. R. Gonçalves, researchers affiliated to New Lisbon University, present results of research on a part of the teachers who has been given limited attention in the field of teacher education: graduates in early professional life. The goal is to understand the level of satisfaction with the profession, the most and least valued aspects at work, as well as the professional status of graduates from one to two years after completing the degree. To this end, the research considered graduates in education and compared them to the other graduates from the universities of Lisbon and New Lisbon regarding the aspects mentioned above. One of the considerations of the authors suggests adopting a strategy which has been used in other European countries, but which does not exist in the Portuguese scenario yet: the deployment of an *induction* period for newly qualified teachers.

Also addressing the beginning in the profession in the Portuguese context, the article “Graduates in Portugal: a typification of professional transition profiles”, by Madalena Ramos, Cristina Parente and Mónica Santos, presents the results of extensive empirical research based on information collected with 1,004 graduates from two major Portuguese universities. The study aims to discuss the adequacy of the professional education and transition of graduates five years after they completed their degree in various fields of knowledge. It incorporates theoretical framework of the sociology of professions and multivariate analysis of indicators, including international ones, to contextualize the Portuguese case. The article presents five types of professional transition of graduates. And the findings both confirm previous studies with regard to the “maintenance of favorable indicators in the professional transition of young graduates in a context of real and symbolic devaluation of certificates” and provide evidence of specificities and noteworthy trends: “On the one hand, data concerning the differentiation of professional situations according to study field may suggest that higher education access inequalities have been transferred to certain courses and institutions”.

Focusing on the process of teacher education itself, the article “The construction of theoretical and methodological tools to capture teacher education”, by Daniela de Abreu and Manoel Oriosvaldo de Moura, presents results of a study conducted with secondary school teachers of a public school in Ribeirão Preto city, in Sao Paulo state, during *Horário de Trabalho Pedagógico Coletivo* (HTPC – collective pedagogical worktime), aimed at training environmental educators. The central theoretical contributions come from the cultural-historical perspective, especially the activity theory by Leontiev and its concept of activity. The originality of the proposal lies in the construction of fruitful theoretical and methodological tools not only for promoting research in the field, but also for conducting proposals for teacher professional development.

In “Meanings of the pedagogical practice in the Brazilian production on the initial education of science teachers (2000–2010)”, Priscila Correia Fernandes, Danusa Munford and Marcia Serra Ferreira, present a study with characteristics of state of the art in science teacher education from the discussion of how the notions of “educational practice” are constructed in this field. The study’s corpus consists of 29 articles carefully selected in four national journals of science education, which were ranked A by Qualis – CAPES in the period 2000–2010. It is worth noting the authors’ accuracy when explaining the selection process of the articles and the construction of analytical categories. Such rigor adds an educational dimension which is very important to the reading public. For the proposition of categories, they use the action models of Jürgen Habermas. The theoretical grounding is provided by Thomas Popkewitz, an author who has frequently contributed to the educational field, and by Brazilian and foreigner scholars also recognized for their contributions to the field of teacher education.

“10 Years of Federal Act 10,639/2003 and the training of teachers: a reading of scientific studies” closes this set of articles. The publication of the text by Benjamin Xavier de Paula and Selva Guimarães is timely as it offers an inventory of research on

the implementation of the law that created the compulsory study of African and Afro-Brazilian history and culture in the education systems in Brazil. The authors present a rich synthesis of theses and dissertations published within graduate schools and in scientific journals. The production is classified by type of educational action: initial, continuing education and related topics. This work will certainly contribute as a source of new studies and research on the topic.

Following, three articles discuss the practices of reading and writing in face-to-face and virtual environments. The block starts with the article by Sara Monteiro Mourao and Magda Soares on an issue always current and very relevant to the Brazilian educational research and practice: the teaching of reading. In this article, these authors highly respected in studies of literacy draw on the contributions of linguistics and psychology, building a sophisticated conceptual discussion linked to the current research on the teaching of reading and writing and its frequent disputes. The final thoughts are announced straightforwardly: “Data analysis allows us to conclude that pupils’ difficulties are related to the strategies for reading words which evidence, on the one hand, a dissociation between the knowledge of letters and the development of phonological awareness and, on the other, difficulty with the decoding mechanism in the analysis of non-canonical syllable structures. As a consequence, the research suggests the conclusion that, in the learning process of reading, these two aspects need to be addressed simultaneously in education, integrating the procedures of differentiation, segmentation and manipulation of sound units to the analysis of their correspondents in writing”.

In “Collaborative writing activity: perception of students, Grice’s cooperative principle and social loafing”, Patricia Zeni Marchiori and Ana Carolina Greef present results of research on the use of collaborative writing practices online through wiki editor, in a virtual learning environment in higher education. They focus on one of the effects of process loss observed in the use of tools for writing and collaborative work, which has been termed social loafing. This phenomenon relates to “the reduction in effort when working in groups in comparison to what one would do individually.” The authors claim that “research results have shown evidence of social loafing and other process losses and, as to the effectiveness of the application of the criteria added to the categories of Grice’s principle, it was found that these criteria are effective for individual contributions, but do not consider subtleties and dimensions relating to activities in collaboration. It is concluded that the collaboration proposal is not a barrier per se, although technical difficulties discourage participants.”

Taking writing within academic literature, Ana Luísa Fernande, Paz and Tomás de Azevedo Vallera, doctoral students at the University of Lisbon, discuss writing and thinking, in a fertile and original way in the text “The scholar-apprentice and the ephemeral locus of writing: for an ethics of academic inventiveness”. Guided by a post-structuralist perspective, the authors of this essay make use of an interesting methodological resource. They take the situations of writing their doctoral dissertations in the field of History of Education, and weave their arguments by identifying, in each of them, “unique instruments that perform this link between the past and present

of the ontology of learning, namely the concepts of police and genius”. This is a call for discussion on the relations between writing, thinking, ethics and ingenuity in the production of knowledge.

To close this issue, we have chosen three texts that address the life of the youth from different angles.

In “Examination of low schooling level of a cohort of young Brazilian mothers”, Humberto Corrêa presents results of his doctoral research, which addresses an issue of great social and educational interest: the levels of schooling of young women with children. In Brazil, there are few studies that cross information on age-grade distortions and fertility. For this reason, it is difficult to assess the impact of the birth of children on the education of adolescents and youth. In this sense, the study with statistical mathematical treatment with female youth population, residing in a large city (Campinas), offers new possibilities for interpreting the factors involved in the production of rates of age-grade distortion among students, beyond the previously discussed phenomenon of teenage pregnancy. The study evidences that pregnancy cannot be taken as a cause of the age-grade discrepancy observed, as schooling is delayed prior to pregnancy.

In “Appropriation of numeracy practices in youth and adult education: values and discourses in contention”, Maria da Conceição Ferreira Reis Fonseca and Fernanda Maurício Simões present results of a study of great relevance to research on the construction of mathematical literacy in youth and adult education. This is part of a broader study on the learning of school literacy practices by young and adult students of primary and secondary education. The researchers developed careful empirical work, having observed lessons on a daily basis and used audio recordings and notes of observation of activities, including dialogues in which they also participated. The authors emphasize that, “through the school’s crucial mediation, students in youth and adult education pragmatically alternate the arguments that they raise and the positions they take: sometimes they sympathize with the way of knowing proposed by the school – acting as subjects who wish to master this way of using school mathematics and the values associated with it –, and sometimes they question the school’s approach – and position themselves as subjects who have built another way of using mathematics, which consists of other values, other concepts and another relation with the world.”

“Sharks and Minnows: stories of young protagonists” entitles the article by Livia De Tommasi, which analyzes issues concerning the role of NGOs and foundations which mediate educational projects targeted at young people, in the development of so-called *youth leadership*. Through in-depth interviews conducted with young subjects who participated – as members, educators or organizers – in social projects which received resources from a business foundation from 2002 to 2005, along with documentary analysis, the author develops important considerations to think about the construction of the subjectivities of these young participants as well as their agency and the appropriation of their talents by the agencies to which they are linked: “Their histories are paradigmatic of how, in the context of neoliberal rationality, subjectivity becomes the object,

target and resource of regulation strategies and of how behaviors are managed not against but through individual freedom.”

This issue closes with an interview proposed by Maria Angela Borges Salvadori and Maurilane Souza Biccás, held at Faculty of Education in October 2013, with Jürgen Schriewer, internationally known researcher and member of the editorial board of *Education and Research*, during his visit to this institution. Among other positions, he was professor and director of the Center for Comparative Education at Humboldt University, in Berlin, from which he has recently retired. He also held the position of president of the Comparative Education Society of Europe. His contribution to the field of History of Comparative Education is one of the topics addressed in this interview. In it, the reader will have the opportunity to learn a little about the educational and career trajectories of this researcher who, in a thought-provoking and unique way, reflects on the spaces where he has circulated throughout his life and how he has been gradually transformed by the experience of diversity.

As we have usually done, we offer English translations of some of the articles aiming to expand access to foreign audiences. In this issue, there are seven articles available at *Education and Research* page on SciELO site.

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