

## PED 50 YEARS, 50 EDITIONS OF THE JOURNAL: RESEARCH ITINERARIES AND ETHICAL-POLITICAL COMMITMENT TO EDUCATION

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We celebrate, with this publication, issue 50 of the *Revista Psicologia da Educação* (Journal Psychology of Education), referring to the last quarter of 2019, year that we celebrate the 50th anniversary of the Graduate Studies Program in Education: Educational Psychology of the *Pontifícia Universidade Católica de São Paulo* (Pontifical Catholic University of São Paulo). It is worth remembering that our Program was the first in Psychology and the second in Education in Brazil. In the section “*Compartilhando*” (Sharing), we offer the text “Focusing on a moment of change in the 50-year trajectory of PED-PUCSP”, by Melania Moroz, as a contribution to the knowledge of this history that has been built for half a century.

It is with joy that we also bring the announcement that this has been a quarterly journal since 2019, and published at least twelve articles in each issue, with the purpose of contributing to the expansion and dissemination of research in the field.

This would not be possible without the enthusiastic collaboration of many people, including Master and PhD candidates and former students, now doctors and postdoctoral students of our Program: Ruzia Chaouchar dos Santos, Bárbara Palhuzi, Daniele Kramm, Luciana Magalhães, Marcus França Lopes, Regina Prandini, Cláudia Leite, João Carlos Ribeiro, Cíntia de Fátima, Sandra de Oliveira, Jaqueline Nery, Jéssica Silva, Priscila da Costa, Aline Matos, besides the very efficient assistant coordinator of the Program, Edson Aguiar, and our colleague Wanda Aguiar, professor at PED. We owe special thanks to many colleagues in the area who, in the midst of so much work, have contributed as *ad hoc* reviewers. We cannot forget to mention PUCSP's PIPEq Program, which has funded this publication.

However, it is not all about celebration. The 50 years of PED-PUCSP and the number 50 of our Journal take place during the outbreak of great and serious problems that affect the world, especially Brazil. The pandemic caused by Covid-19 changed the planet, on one hand showing how disregard for science, the neglect of authorities and the priority given to large corporations, in the name of defending jobs, aggravated the situation, increasing the number of deaths, which could be avoided, and naturalizing the loss of the lives of hundreds of thousands and the infection of millions of people. But, on the other hand, it also showed how solidarity, ethical and social responsibility have helped mitigate the suffering of so many affected; has made explicit the impacts on nature, with the reduction of pollution caused by industries and transportation; but above all it explains the importance of scientific knowledge for coping with disasters, such as this one that affects us now.

This pandemic situation, however, has made social inequality much more evident, in the world and in Brazil. The most affected, directly and indirectly, by the SARS-COV-02 and its consequences are the poorest populations on the suburbs of large cities and, in Brazil, in a perverse way, also the original populations. In this scenario, the school was directly affected by the unquestionable need for social isolation. However, the cruelest effects of the pandemic affect the poorest students, from early childhood education to university, showing how social inequality, rooted in our country, is responsible for the precariousness and lack of resources in most public schools, equally affecting students, educators, employees and families. Such circumstances, which reflect the intensification of the dismantling of public education, free and with good quality to the Brazilians are declared in the

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precariousness of the educator's working conditions, such as practices to increase work overload, situations of devise of activities, exposure of educators to various risks, including death, actions of moral harassment and threats, among other impacts to workers who are responsible to manage, often all by themselves, remarkably social situations. These social determinations have repercussions in different scopes of the social network and materialize the disrespect of life and rights historically conquered by educators and society.

However, educators linked to various sectors of society have mobilized collective efforts in the defense of emancipatory education and, due to the present situation, in the care and commitment to the students, whether in the pedagogical or social field. It is necessary to recognize and record, therefore, that this dramatic moment has shown the ethical and political commitment of teachers, managers and others, who through the strengthening of intersectoral mechanisms with public services of the Social Assistance Reference Center (CRAS), Social Assistance Specialized Reference Center (CREAS), Tutelary Councils, Family Health Support Center (NASF), among others, often without or with few resources, have reinvented themselves and built new practices, actively resisting, developing other possibilities of organization, elaborating through shared responsibilities, so that the school continues without "not one less", face of various forms of dehumanization manifestation.

It is worth mentioning that Brazilian public education has been attacked in all its sectors through several directions. Not only the attempt to reduce funds, that are already insufficient, but also the systematic dismantling of rights already accomplished or planned, such as the *Plano Nacional de Educação* (National Education Plan) or the teacher's wage level, which have been frequent these days. To emphasize the repeated decisions that lead to the reduction of funds for research, especially the Humanities, among which we are placed. All students from all over the world will certainly have a peculiar year, which equals them, but also differentiates in the way they are coping with the situation. Overcoming this situation will not find them equally. The consequences for the poorest, as observed in countries such as Brazil, should be deeper, devastating and last for a long time. And not only in the schooling process!

The commitment of our Program and our Journal expand in this situation! And we hope to

continue honoring our commitment to public school, democratic and egalitarian, through the dissemination and socialization of knowledge produced by Brazilian and foreign researchers.

Thus, in this issue, we present empirical and theoretical articles, which discuss the various faces of education, focusing on the different segments of teaching, through different theoretical and methodological approaches, made in Brazil and abroad. In this issue and reflecting an upward trend in the knowledge production in education, several articles address inclusive education under different focuses.

In this issue, we count on Pereira's collaboration, with the article *Psychology, eugenics and day-to-day childhood education on brazilian newspapers (1893-1917)*, a relevant historiographic contribution to the area. There are articles that focus on social inequality and policies to cope with this condition, such as: *Permanence of poor students in Brazilian public universities: a systematic review* by Abreu and Ximenes and *The subjective dimension of adult student learning in situations of social vulnerability*, by Paulino and Rossato. The largest number of articles deals with inclusion in schools, from various perspectives: *The School Inclusion of Multicultural Students from Parental Perception*, by Porto-Ribeiro and Fleith; *Educational goals for college students diagnosed with disabilities: From individualist to transformative activist agenda*, by Dušana Podlucká, from LaGuardia Community College, City University of New York; from Remoli, Oliveira, Mencia and Capellini, *Program for the development of creativity for students with and without giftedness*; related to the criticism of exclusion processes there is the article *Learning Disorders and School Failure In the view of teachers and graduates* by Fonseca and Maldonado. Other articles, whose themes are varied, complete this issue, expanding the theoretical-methodological discussion of other fields of education; as follow: *From Which Social We Are Made of: Educational Discourse and its Truth Effects*, by Lerner and Fonseca; *The relational processes in post-graduation from the perspective of the bioecology of human development* *The proximal processes in postgraduate education under the bioecological human development concepts* by Jung, Rosa, Teixeira, Itaquí and Yunes; *Teachers' social and emotional competences: Educative social skills and emotional regulation evaluation*, by Justo and Andretta and, completing an article on teacher training by Araújo, *Continuing Education: Constitution and Contributions for the Faculty Identity*. In the section *Compartilhando* (Sharing), we

display the already mentioned Moroz's text, about the history of our Program. Therefore, we present the review of the work entitled: *The learning brain: neuroplasticity and education* by Roberto Lent (2019), produced by Hohl.

We conclude this edition number 50 and that completes the celebration of the 50th anniversary of our Program, dedicating it to **Joel Martins**, who found it, and **Abigail Alvarenga Mahoney**, the first teacher hired to start the PED by his side.

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