

**Revista Internacional de
Formação de Professores
(RIPF)**

**ISSN: 2447-8288
v. 1, n. 2, 2016**

**Editorial
(English version)**

Itapetininga, June 1st 2016

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Teacher education in a global network

In this second edition of the journal, we continue to maintain its international character, publishing articles from Portugal, Spain, Mexico, Italy and Brazil. The **Papers** are:

(1) ATIVIDADES DE CAMPO NO ENSINO DA GEOLOGIA: PERCEÇÕES DE PROFESSORES PORTUGUESES SOBRE FORMAS IDEIAS DE AS USAR. Text by Laurinda Leite and Luís Dourado Correio from Universidade do Minho. This paper reports on the results of a research study carried out with 233 Biology and Geology Portuguese teachers that were asked about the ideal ways of integrating field activities in the Geology teaching.

(2) BOLONHA 2015: O ESTADO DAS COISAS. The study of António Cachapuz from the Universidade do Aveiro, Portugal, deals with the political/educational framework of initial teacher training in the newly frame created named European Higher Education Area.

(3) ¿ES POSIBLE LA TRANSFORMACIÓN DOCENTE?. Agustín de la Herrán Gascón, from Universidad Autónoma de Madrid, with Nivia Álvarez Aguilar and Jaime Arturo Castillo Elizondo Correio, from Universidad Autónoma de Nuevo León (México) presente an essay on two key issues: whether the teacher transformation is possible and if it makes sense training oriented beyond knowledge and effectiveness.

(4) LA FORMACIÓN DEL PROFESORADO UNIVERSITARIO A TRAVÉS DE LA RED TUCANA: INVESTIGACIÓN EN CURSO. This paper from Rosa Maria Esteban Moreno, from the Universidad Autónoma de Madrid is about a research on university teaching skills done in Central American universities in Costa Rica, El Salvador, Honduras, Nicaragua and Panama. It showed the need to develop a program of online training to help any university professor to deepen their skills as a teacher and build communities of practice, through the “Red Internacional Tucana para el Desarrollo Docente Universitario y la Investigación Educativa”.

(5) PASSADO E PRESENTE NA FORMAÇÃO DE PROFESSORES: POR ENTRE PERSPECTIVAS HISTÓRICAS, LEGAIS E POLÍTICAS. Ana Maria Iorio Dias and Carmensita Matos Braga Passos Correio, from the Universidade Federal do Ceará, present a discussion on teacher training in Brazil, from kindergarten to 5th grade of elementary school (teaching courses graduates) teachers and those who work from 6th to 9th and high school (coming from other degrees).

(6) SABERES DOCENTES SOB A LENTE DO MATERIALISMO HISTÓRICO DIALÉTICO: REVISÃO CRÍTICA DE FUNDAMENTOS TEÓRICOS-METODOLÓGICOS DA EPISTEMOLOGIA DA PRÁTICA A PARTIR DE UM ESTUDO COMPARATIVO. Jonas Emanuel Pinto Magalhães Correio, Faculdade de Educação da Universidade Federal Fluminense (UFF), aims to discuss theoretically and empirically a theme that has become the recurrent in academic research

focused on the initial and continuous formation of teachers and studies on work and teachers' professionalization. The term “teachers' knowledge”.

(7) **WRITING AS TEACHER EDUCATION**. Written by Cosimo Laneve, from Universidade da Nápoles “Suor Orsola Benincasa”, with Laura Agrati and Vincenzo Cafagna, from Universidade de Bari “Aldo Moro”, their paper is inviting the teacher to describe everyday teaching. The teacher's point of view is used to investigate activities that evolve through interaction with existing conditions and the adjustments teachers successfully adopt. Writing is best research tool for investigating experience: you can attribute strong heuristic capabilities to the kind of writing that enables actions to be woven together.

There are two **Book Reviews**. The first one, written by Carolina Mandarini Dias, from IFSP câmpus Itapetininga is about the book “Educação Ambiental e Formação de Professores”, organized by the editors of Revista Internacional de Formação de Professores. The second one was conducted by the Physics Teaching undergraduate student of the IFSP Itapetininga, Conceição Aparecida Gabriel Prestes, and she wrote about the book “Ética e Formação de Professores”, edited by Francisca Eleodora Santos Severino.

The **Interview** of this edition with Prof. Dr. Antonio Cachapuz from Universidade do Aveiro, Portugal, was conducted by the editors.

We created a new section: the **Archaeology of Knowledge**. Here, we bring back old papers originally published in extinguished journals or old paperback media. In this edition, the articles “archaeologically” recovered were (1) **FORMAÇÃO DE PROFESSORES: CONDIÇÕES E PROBLEMAS ATUAIS**, from Profa. Dra. Bernadetti A. Gatti and (2) **REFLETINDO SOBRE O PASSADO, O PRESENTE E AS PROPOSTAS FUTURAS NA FORMAÇÃO DOS PROFESSORES**, from Profa. Dra. Lizete Shizue Bomura Maciel and Ms. Alexandre Shigunov Neto. Both papers were originally published in 2009 at the extinguished Revista Brasileira de Formação de Professores.

At the end, in **Notes**, it is published “Sobre o GEPECEAFE”, explaining the activities of the Grupo de Estudos e Pesquisas em Ensino de Ciências, Educação Ambiental e Filosofia da Educação do IFSP Itapetininga.

Good reading.