

EDITORIAL

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The year 2018 was marked by many events, several of which were surprising, some happy, others unwanted. Many of these events mark Brazil's contemporary history, and there is even talk of the end of an era and the difficult times of historical transitions. Launching an academic journal in such troubled times means taking great risks and knowing that there is a lot of work ahead. Even in this scenario, fearless intellectuals face the challenge and seek to overcome it in order to achieve their desired goals.

The dear colleagues who proposed this dossier have also experienced in their personal lives the same challenges of facing the unexpected and circumstances that urgently demanded their attention and a new pace of life. However, at that moment, teamwork proved its invaluable worth, and so the other editors pressed on, replacing, to the best of our ability, the work that had been started.

In the face of strong winds, new directions were found, and thus dossier three, with few articles approved, was extended and included the texts proposed by the researchers selected from the 14th National Fashion Colloquium, 2018 edition. Therefore, dossier three is also the special dossier for 2019 and extends its period from October 2018 to May 2019.

The third dossier was proposed based on the ideal that "school, like life, is only possible if constantly reinvented." Likewise, considering that "with contemporary technological advances, the behavior of Education agents at all levels, as well as the school environment and time itself, have changed. Often still stuck in many reproductive practices that do little to stimulate reflection, autonomy, and creativity in students, classes fail to provide an environment for (self) discovery, an appreciation for the particularity of certain studies, and the establishment of correlations between specific subjects and a larger whole that relates to their field of study and work. However, there was one certainty that motivated the proposal of dossier three, which was "it is important to recognize

educational initiatives that overcome the barriers of historically consolidated sameness and manage to guarantee students not only momentary learning, but also continuity in the relationships that emerge from it for greater and more in-depth knowledge of their field of training and practice.”

Therefore, despite the adverse conditions, the dossier “new perspectives on learning” presents several articles in which teachers are reconstructing their methodologies and classroom practices, as well as the results they are achieving in educating students using new teaching strategies, reflecting on how they learn and are constantly preparing themselves for the world of work.

Therefore, the first section features three articles in line with the dossier's proposal, authored by researchers Regina Ramos Barbosa and Maria Teresa Lopes Ypiranga De Souza Dantas, and co-authored by Kárittha Bernardo de Macedo Macedo and Andressa Schneider Alves. In the Transversal Openings section, we have an interesting contribution that may inspire new pedagogical practices based on innovative research by Amanda Queiroz Campos. The “Special Dossier” section brings together the works presented and selected at the 14th National Fashion Colloquium, whose texts have been expanded and remodeled for publication in the magazine. We then have four inspiring works by researchers Morgana Fernandes Martins and Carla Aparecida da Costa, Fernando Hage Soares, Márcio Lima, and finally Emanuella Scoz.

This edition will be expanded before the end of its term with another interview and the English version of the first three articles, but within the deadline set by our work constraints, we are happy to present this dossier, which will undoubtedly always hold a special place in our lives.

Enjoy reading, the editors.