



## Editorial

**Terezinha Oliveira, Maria Terezinha Bellanda Galluch and Solange Franci Raimundo Yaegashi.**

Universidade Estadual de Maringá, Av. Colombo, 5790, 87020-900, Maringá, Paraná, Brasil.

The Revista Acta Scientiarum. Education, as a scientific journal, is characterized as a vehicle for scientific conservation, production, and dissemination. In order to fulfill its social role and increase its relevance, the Journal strives for continuous improvement. In this sense, by making public the first batch of articles of volume 47 of 2025, it announces that it has adopted new procedures concerning its editorial policy.

The first change is related to ethical principles and free and open access to all publications of the Journal. It involves adopting transparency and visibility in the process of evaluating and editing submissions. Starting with batch 1, in 2025, the name of the editor of each published article will be provided at the end of the text. In turn, if authorized by the evaluators, the authors may be provided with the name and contact details of the reviewers of their submission. Although since its creation in 2010, Acta Scientiarum. Education has adopted a double-blind evaluation system and every author/article receives the evaluators' opinions in full, the editor was not indicated and the possibility of dialogue between author and evaluator was not opened. Starting in 2025, this communication will be possible, subject to the consent of both parties.

The second change concerns the explicitness of policies to encourage the dissemination of affirmative research regarding social minorities such as quilombola communities, riverside communities, indigenous communities, LGBTI+ communities, ethnic minorities, and people with disabilities. In this sense, the editorial policy of the Revista Acta Scientiarum. Education adheres to the principles of Diversity, Equity, Inclusion, and Accessibility (DEIA) in national and international scientific production and publication, seeking to promote them through thematic calls that debate topics related to these principles, as well as inequalities at various levels, to mitigate their effects and contribute to their overcoming.

In the 21st century, economic, social, and cultural inequalities and diversity among peoples are deeply visible. Therefore, it is urgent to adopt policies in the area of scientific production, dissemination, and promotion that seek solutions to problems of inequality and respect for differences between individuals. In this sense, the Journal also needs to act in this perspective, through thematic calls and articles in the continuous flow that cover these themes.

In addition to DEIA, the journal seeks to achieve Impact, Diversity, Equity, Inclusion, and Accessibility (IDEIA). In 2023, the Open Science document with IDEIA Impact, Diversity, Equity, Inclusion, and Accessibility was produced by the SciELO Network, which presents the development of scientific knowledge, understanding that its evolution collaborates with society and with public educational policies.

In line with global trends and the movement undertaken by the Brazilian Association of Scientific Editors (ABEC Brasil), the Journal's editorial board is committed to the Guidelines on Sex and Gender Equity in Research (SAGER), as well as complying with the guidelines of the Coalition for Diversity and Inclusion in Scholarly Communications (C4DISC), which aims to work with organizations or individuals to build equity, inclusion, diversity, and accessibility in academic communications. In defense of the plurality and diversity of scientific work, the Journal encourages its authors and reviewers to adopt these guidelines. The Journal also keeps the reviewer database up to date, to ensure that submissions related to these topics are evaluated by researchers specialized in the area.

With these procedures, we strive to comply with ethical principles in scientific production and to combat and overcome prejudice of any nature in the field of Science, seeking innovation without renouncing the criteria of academic excellence.

Another measure adopted by the Journal as a policy of good editorial practices refers to the use of Artificial Intelligence [AI] in the production of scientific research. The development of AI and its use in many scientific areas, such as health, for example, are considered relevant, whether in practice or research.

It is understood that AI is a fundamental tool in data processing in all fields, including the Human Sciences, an example being its use in scientific translations, given its speed and objectivity. However, this does not mean that translators can be dispensed with, since the perception of linguistic variables and different cultures are activities of the human mind. An example of what may represent a 'problem' in the use of an AI translator is the diversity and difference in words between Portuguese from Portugal, Portuguese from Brazil, and that spoken in Angola. Even though the language is the same, the cultural, and historical heritage and dissimilarities in political and economic terms result in profound variables in language and signs. Therefore, the scientist cannot blindly trust AI for this activity, nor can he dispense with the translator's human ability to perceive them.

Therefore, the use of AI requires great caution from research institutes, funding agencies, universities, scientists, and scientific editors regarding its ethical use. Science is done by people, and it is the intellectual and cognitive capacity of the human BEING that produces a discovery and generates innovation. AI is very important and useful, but we cannot ignore the fact that this tool feeds on and presents results from existing data compiled by human beings. Accepting the idea that AI can be used unrestricted in scientific work is to stagnate human life and the planet, because there will be no more innovation produced, and there will no longer be objections arising from doubt produced by the human mind, which is essential for breaking scientific paradigms. It is to reject the idea that it is the person, through his or her intellectual power, who is capable of acting, performing, and interceding in science and all mental and material actions of a given society.

Therefore, AI can be an excellent aid to science as a technical, technological, and methodological resource, among others, but it cannot be an inducer and promoter of scientific and technological innovation. If, as scientists and journal editors, we define the use of AI as consecrated truth, we renounce three maxims produced over time. The first is the maxim of Aristotle who, in the second book of *Nicomachean Ethics*, states that human knowledge occurs through the intellectual condition that is learned through instruction and morality. The second is in Thomas Aquinas, who in the *Unity of the Intellect* against the Averroists or even in the *Summa Theologiae* says that the essence of man is in his intellectual way of thinking, that is, that 'it is proper to man to think'. The third maxim is the one defended by Descartes, in the *Discourse on Method*, which is: 'I think, therefore I am'. Thinking is the expression of the person; granting this thinking to technology is to refute oneself.

It is precisely because it understands the scientific production process developed in articles as a mirror of human intellection that the *Revista Acta Scientiarum. Education* established policies for the use of AI as one of the renewals of its editorial policy.

Once the changes made by the Journal have been presented, a summary of the ten articles published in the first set of volume 47 of 2025 is presented.

The first text, 'Difficulties faced by Brazilian higher education teachers with emergency remote teaching in times of pandemic: state of knowledge', written by Natalia Neves Maedo Deimlig and Aline Maria de Medeiros Rodrigues Reali, brings reflections based on scientific articles published between 2020 and 2021 and addresses the impact of education in the ERE modality, due to COVID-19. The second text, under the title 'The formulation of public policies for inclusive education in peripheral countries under the aegis of international organizations', written by Eliomar Araújo de Sousa, Ruth Maria de Paula Gonçalves, Daniele Kelly Lima de Oliveira and Juliana Silva Santana, presents a study on the influences of international organizations, especially the World Bank, on Brazilian educational policies and shows that, despite the numerous laws that subsidize the practice of inclusive education, it does not occur universally in the country. The third article, 'Characterization of the insertion of teachers in professional, scientific, and technological education: an analysis of the literature', by Talles Viana Demos and Fábio Peres Gonçalves, analyzes the insertion and performance of teachers in professional education, using important indexing databases of scientific journals as sources for the investigation. The fourth research, 'Education of Young People and Adults: indicators of the use of active methodologies in learning through research', by Juliane Retko Urban and Antonio Carlos Frasson, addresses education in the EJA modality and presents as a research problem the feasibility of using active methodologies in this modality of school education. The fifth study, 'Inclusive education practices in times of the COVID-19 pandemic: strategies from the perspective of educational management', by Andréa Souza Teixeira Gonçalves and Helena Venites Sardagna, is characterized as a reflection on inclusive school management practices in institutions in the south of the country. The sixth research, 'The Initial Training of Teachers who Teach Mathematics in the

Early Years: A Bibliographical Research', by Joel Staub, Regina Maria Pavanello, and Renata Camacho Bezerra, presents reflections on how the teaching of mathematics is explained in scientific articles published between 2016 and 20218 and the problem-question focuses on investigating how the problem of lack of knowledge of mathematics on the part of early years teachers affects children's learning. The seventh article, 'Interdisciplinary research in a postgraduate program: what does a corpus of dissertations in southern Brazil tell us? (2015-2018)', by Jo Klanovicz, Roseli de Oliveira Machado, Marta Nichele do Amaral, and Sttela Maris Nerone Lacerda explains how interdisciplinarity is treated in Postgraduate Programs in the Southern region. The study analyzes more than a hundred dissertations to map the formal understanding of this scientific field in postgraduate studies.

Given the above, it is clear that the seven texts published in the Public Policies and Teacher Training Axis address themes organically linked to the syllabus of this Axis.

The eighth article, 'Environmental education, childhood, philosophy, and school: possibilities for encounters based on philosophical experiences', by Paola Silveira de Oliveira, Paula Corrêa Henning, and Gisele Ruiz Silva, presents a relevant approach to teaching philosophy in early childhood education. It would create the possibility of making people aware of being an integral part of the world from the beginning of school life and, more importantly, learning to inquire about everything that surrounds them from the moment they enter collective life. In the ninth article, 'Education for peace and new technologies: challenges and possibilities in contemporary Brazil', Luís Fernando Lopes and André Luiz Moscaleski Cavazzani present a reflection on the need for people to learn to believe in and defend peace. The study makes it clear that the defense of peace does not come naturally to people, and so its teaching needs to be part of the curriculum. The tenth article, 'The condemnation of the Begardos in the State and the lamentation of the Church of Álvaro Pais (14th Century)', by Armênia Maria de Souza and Heverton Rodrigues de Oliveira, reflects on the political actions that culminated in the condemnation of the Begardos, a group of heretics. In their documentary analysis, the authors present a dialogue between history, politics, religiosity, and education, highlighting how heretical movements, by challenging the power of the Church, construct a new principle for the formation of men.

In fact, the three texts that make up the History and Philosophy of Education Axis present themes linked to the general theme of the Axis, allowing us to affirm that this set also is in accordance with the scope of the Journal.

Therefore, everyone is invited to visit the Acta Scientiarum. Education website, read and share the Journal.

Maringá, December 17, 2024.

Terezinha Oliveira  
Maria Terezinha Bellanda Galluch  
Solange Franci Raiumundo Yaegashi  
Editors of the Journal