Editorial

Journal EmRede in 2023

The year 2023 marked a new trajectory for the journal EmRede - in the pursuit of consolidating what we called "In pursuit of qualification" in our 2022 editorial when we joined the journal as editors. In one year, we managed to implement the results of an important strategic plan for advancing the state of knowledge in the field and scope in which we operate: the context of distance education and the use of technologies in education.

In this way, we have made important advances that characterize these achievements. We started with the invitation we made and consolidated with researchers in the field to become section editors, expanding the requirements and monitoring of the evaluation process, always with at least two evaluators using the double-blind review system, which has contributed to the qualification of the articles published. We thank the editors for their work in 2023: Section 1 - History, institutional trajectories, institutionalization, quality and innovation of distance education and the use of technologies in education, Lilian Giotto Zaros de Medeiros - Federal University of Rio Grande do Norte, Natal, Rio Grande do Norte, Brazil; Section 2 - Democracy, public policies, state policies, financing and management of distance education and the use of technologies in education, Maria Aparecida Crissi Knuppel - State University of the Centro-Oeste, Guarapuava, Paraná, Brazil; Section 3 - Didactics, Curriculum, Educational Resources, Teaching Materials, Digital Culture and Inclusion/Accessibility for Distance Education and the Use of Technologies in Education, Aléxia Pádua Franco - Federal University of Uberlândia, Uberlândia, Minas Gerais, Brazil; Section 4 - Training of educational professionals for/in DE and the use of technologies in education, Rosselini Diniz Barbosa Ribeiro - Federal Institute of Goiás, Goiânia, Goiás, Brazil; Section 5 - Epistemology, conceptualizations and other innovative topics related to DE and education with the use of technologies, Flávia Magalhães Freire - Federal University of Goiás, Goiânia, Goiás, Brazil.

Another significant achievement was the review of the papers submitted and translated into

English - and from Spanish into Portuguese - by the same professional, Rodrigo Gouvêa Rodrigues, Technician in Educational Affairs and Administrative Editor of the journal Inter-Ação - from the Postgraduate Program in Education of the Federal University of Goiás (FE/PPGE/UFG) - and Reviewer of the journal Convergências: Estudos em Humanidades Digitais - from the Federal University of Tocantins (UFT) - to whom we would like to express our gratitude. The translation of all the accepted articles and papers was an important step in the internationalization of the journal and its indexing in international databases, thus expanding the free and open circulation of our publications, the exchange of knowledge, the promotion of global collaboration, and the increase of its impact on the scientific community and its visibility.

To complete the network of achievements, in addition to the use of the Plagius anti-plagiarism software, the journal has adopted a recognized and renowned software for this purpose, entitled: Crossref Similarity Check by iThenticate, to extend the protection of intellectual property, promote scientific ethics and preserving academic integrity, contributing to maintaining the quality and credibility of published content.

Finally, we have opened a call for submissions for thematic dossiers, expanding the possibilities for democratizing this type of publication, with transparency and ethics in the process.

The following is a presentation of each section and of this year's thematic Dossier, entitled "The Future of Education in the Transpandemic", organized by Brenda Cecilia Padilla Rodríguez, from Mexico, and Daniela da Costa Britto Pereira Lima, from Brazil. The Dossier also featured researcher Elka Cândida de Oliveira Machado as guest editor.

We hope that our readers take advantage of this rich material in 2023 and that we meet again in 2024.

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Daniela da Costa Britto Pereira Lima (UFG, Head Editor)
Alexandre Martins dos Anjos (UFMT, Associate Editor)
Flávia Magalhães Freire (ENAP/UFG, Managing Editor)

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Section 1 - History, institutional trajectories, institutionalization, quality and innovation of distance education and the use of technologies in education

Section 1 covers articles whose essence is a historical review of distance education, its processes and trajectories towards the institutionalization of the modality, as well as approaches to quality, innovation, and the use of technologies in education.

In 2023, 4 articles were published.

The first article was "The institutionalization of distance education as research, criticism and productivity", written by Marcello Ferreira and Braian Veloso. The article builds a theoretical-analytical reference point for the analysis of the institutionalization process of public Distance Education (DE) in Brazil, establishing an analysis of the object as research, criticism, and productivity.

The second article, entitled "The Political Framework for Technical Cooperation between the Open University of Brazil and Public Universities of Mozambique", by Oreste Preti and Cristiano Maciel, portrays the Program to Support the Expansion of Distance Higher Education in the Republic of Mozambique, focusing on historical materialism, highlighting the dissonance between the politically elaborated discourse on South-South Cooperation and the practices implemented in the Program by the Brazilian institutions involved.

The third article, "Connecting knowledge: the evolution of the Distance Education Research Network", by Maria Aparecida Rodrigues da Fonseca and Daniela da Costa Britto Pereira Lima, shows the trajectory of the Distance Education Research Network from its creation in 2015 to its current internationalization process, highlighting the mechanisms that have enabled distance education to be established on a critical and socially referenced basis.

Y finalmente, el cuarto artículo, "Actividades prácticas en educación a distancia: la percepción del estudiante sobre el aprendizaje y el futuro profesional", de Juliana Ventura de Pina y Karina Luiza Oliveira, analiza la percepción de los estudiantes sobre el componente curricular de carácter práctico, impartido desde a distancia, con el objetivo de verificar su comprensión sobre los alcances de la disciplina y su aporte a la formación de profesionales en gestión ambiental.

Lilian Giotto Zaros de Medeiros (UFRN, Section 1 Editor)

Section 2 - Democracy, public policies, state policies, financing and management of distance education and the use of technologies in education

Section 2 is dedicated to fundamental issues that permeate contemporary education. In this section, we discussed how democracy and education were inseparable allies and how effective public policies were crucial for distance education. We also explored the critical role of public policy in promoting equal educational opportunity and the importance of discussing the financing of distance education to ensure its quality and sustainability. The section also discussed how participatory and collaborative management could drive innovation in education, and explored the use of digital technologies and their impact on promoting distance education adapted to the needs of the 21st century.

In 2023, the section received four papers. The first, entitled "The production of scientific knowledge about the management of higher distance education in Brazil", by Pollyana Vieira de Andrade and Daniela da Costa Britto Pereira Lima, presents a bibliographic survey related to the research "Management of Higher Distance Education in Brazil, from the perspective of normative acts". Using the research cycle formulated by Minayo (2001), the research worked with 99 publications considered relevant to the object of research (12 theses, 15 dissertations, and 72 articles). The analysis showed that only 23 papers specifically addressed the object of study, signaling a gap in scientific knowledge about the management of distance higher education in the country.

In the second article, researchers Jessica Novôa and Glaucia da Silva Brito, in their paper 'The management approach to teacher training for the use of digital technologies from the perspective of inclusive education', analyze the work of a special education manager in a city in Paraná, focusing on the period between 2021 and 2023, addressing the inclusive perspective for teachers of specialized educational care, especially in autism spectrum disorder and the use of digital technologies. The results highlighted the importance of managers listening to teachers' needs in order to plan meaningful ongoing training, adapting it to the specific demands raised.

With the title 'Aprendizaje Basado en Proyectospara la Comunicación Audiovisual: Lux & Photo', the authors Juan Gabriel García Huertas and Ana Mas Miguel Diego Botas Leal highlight the experience of an educational innovation project at the Universidad Francisco de Vitoria in Madrid during the 2022-2023 academic year. The aim was to develop project-based learning as an

integrating philosophy in various subjects in the Communication course. In collaboration with various subjects, the faculty's first photographic magazine was created, demonstrating its validity as a teaching resource for project-based learning in the audiovisual environment.

"Effectiveness and factors associated with the Training Program in Sanitary Management" is the article developed by Maksandra Silva Dutra, Deysianne Costa das Chagas, Paola Trindade Garcia, Regimarina Soares Reis, and Ana Emília Figueiredo de Oliveira. In this study, the authors examined the effectiveness and factors associated with the Health Management Training Program from the perspective of graduates using structural equation modeling. The study characterized 334 trained professionals, evaluating the effectiveness of the program from the graduates' perspective. The results indicated that a positive evaluation of the program by professionals is associated with greater effectiveness in professional training. The study contributes to the understanding of the elements that have a positive impact on the effectiveness of the program.

Maria Aparecida Crissi Knuppel (UNICENTRO, Section 2 Editor)

Section 3 - Didactics, Curriculum, Educational Resources, Teaching Materials, Digital Culture and Inclusion/Accessibility for Distance Education and the Use of Technologies in Education

Section 3 of the journal received articles that addressed the training of students in basic and higher education, through the design and use of digital educational resources and the development of teaching and learning methodologies mediated by technologies, both in distance and presential education.

Of the papers submitted to this section, three were published in volume 10: "MOOCs on Autism Spectrum Disorder and Down Syndrome: perceptions of health professionals"; "Teaching internship in nursing history: an experience in the COVID-19 pandemic"; "Eva como apoyo en el rendimiento escolar de las Matemáticas en Telesecundaria".

The first article, written by health researchers from the Federal University of Maranhão, discusses how Massive Open Online Courses (MOOCs) on Autism Spectrum Disorder (ASD) and Down Syndrome (DS) are perceived by graduates to contribute to their work as health professionals.

The second, written by health researchers from the Federal University of Alagoas, reports on the experience of a teaching internship in the remote teaching of

nursing history during the pandemic.

The last article, written by education and technology researchers from universities in Mexico, analyzes how virtual learning environments can foster interaction between teachers and students and improve high school students' performance in mathematics.

Aléxia Pádua Franco (UFU, Section 3 Editor)

Section 4 - Training of educational professionals for/in DE and the use of technologies in education

The article proposals submitted for Section 4 of the Journal EmRede focused on the study of the training of education professionals for/in distance education and the use of technologies in education.

The article "Emergency remote teaching in higher education institutions during the COVID-19 pandemic: a systematic review of the literature" by Daiany Alves Araújo Moreira (UNITINS) and Mônica Aparecida da Rocha Silva (UFT) aimed to describe the main challenges and advantages of emergency remote teaching in higher education institutions, based on a systematic review of the literature. The results presented in the article show that the main challenges faced by HEIs are related to insufficient resources for online learning and a lack of technical skills on the part of teachers in terms of curriculum adaptation, course adaptation, and assessment process, among others. However, the study highlights as the main benefits aspects related to study flexibility, teacher creativity, improved student academic performance, accelerated use of digital technologies in the teaching-learning process, and reduced travel time. For the authors, although Emergency Remote Learning was imposed abruptly and presented many challenges, it was essential during the pandemic, allowing the teaching-learning process to continue and thus preventing an even greater loss in education.

The article "Digital technologies: experiences "with", "in" and "for" teacher training", by Ana Carolina de Oliveira Salgueiro de Moura, investigates an experience mediated by digital technologies "with", "in" and "for" teacher training, through a curricular component of the Professional Master in Science Teaching at the Federal University of Pampa (UNIPAMPA) and a research   project developed by the teacher and the teachers,

postgraduate students. This experience carried out during the suspension of the present activities, aimed to develop science teaching projects mediated by digital technologies, developed through the creation and sharing of the podcast Conexões, asynchronous activities on Moodle, synchronous activities on Google Meet, and a WhatsApp group as a space for dialogue and interaction. This experience led to the organization and publication of a book, in digital format, open and free of charge, intending to publicize the projects carried out, valuing the production and authorship, as well as making it possible for other teachers to access and use these projects.

The article "Active learning methodologies in higher education: state of knowledge in scientific production", by Maria Luisa Furlan Costa, Dayane Horwat Imbriani de Oliveira, Flávio Rodrigues de Oliveira, Emily Seguraço Serrano and Valdecir Antonio Simão, researchers at the State University of Maringá, presents the partial results of a research project carried out at this institution. The article sought to build a state of knowledge on scientific production related to active methodologies, focusing on the publications of the ESUD and CIESUD congresses, from 2017 to 2020, organized annually by the University Network Association (UniRede), in partnership with higher education institutions in Brazil. The study identified the state of knowledge on active methodologies, analyzing the development of research during the five years of data collection. For the authors, in 2020, when the event was held in an online format, there was a decrease in the presentation of papers related to the topic, due to discussions on Emergency Remote Teaching (ERE) driven by the Covid-19 pandemic. The initial reflections presented in the article highlight the urgent need to establish dialogues and research on active methodologies in the Brazilian educational context since there is a predominance of studies related to the topic from a foreign approach.

Rosselini Diniz Barbosa Ribeiro (IFG, Section 4 Editor)

Section 5 - Epistemology, conceptualizations and other innovative topics related to DE and education with the use of technologies

I felt honored when I was invited to take over Section 5 of the journal EmRede at the end of 2022. I was already doing a lot of work as Managing Editor, and I believed that I could deepen my collaboration and learn even more about editorial work.

When it comes to education, and especially distance education and education using

technology, there is still an extensive field of research development to be explored. In 2023, we saw the rise of generative artificial intelligences, which further expanded the area of possibilities for innovations in research, as well as topics such as neuroscience, instructional design and others - which are constantly evolving.

Section 5's contribution to Issue 2023 was made up of articles that were quite different from each other. The article *Contributions of cognitive neuroscience to distance education in higher education*, by the authors Amanda Godoi Audi, Eduardo Silva Benetti, Graziela Caldeira Bueno, Luciana Aparecida da Cunha, Joelma Iamac Nomura, from the State University of São Paulo (Unesp), provides a review of the influence of cognitive neuroscience on distance education, specifically in higher education.

The article *Emergency remote teaching in the pandemic: progress or setback?*, by the authors Lidiany Freire da Silva, Agostinha Mafalda Barra de Oliveira, Yascara Pryscilla Dantas da Costa, Antonio Edson Oliveira Honorato, from the Federal Rural University of the Semi-Arid (UFERSA) and the Federal University of Uberlândia (UFU), in turn, brings the experience of basic education teachers with emergency remote teaching in the pandemic - elaborated with focus groups and based on the reality of the interior of northeastern Brazil.

Finally, the article *A study of the use of Instructional Design in Distance Education Ensemble Practice*, by Douglas de Oliveira Silva and Paulo Roberto Affonso Marins, from the University of Brasilia, shows another possibility in the Brazilian context. Focusing on the theory of instructional design applied to music degrees, the research gives us a basis for thinking about distance learning in the context of planning.

So, with different themes coming from so many different institutions in Brazil, Section 5 makes up Edition 10, 2023 and hopes to contribute more and more to quality, innovative and inclusive distance education and technology-mediated education.

Flávia Magalhães Freire (UFG/ENAP, Section 5 Editor)

Dossier - The Future of Education in the Transpandemic

Internationally, the Covid-19 crisis had a significant impact on educational practices. Millions of presential courses had to be converted to versions that could be delivered remotely. For many courses, this meant emergency remote teaching, a short-term and temporary solution. Now

that the pandemic is not over, but classroom work has resumed, it's time to define the next steps. This special issue of EmRede - Journal of Distance Education explores the field of education. Its topics include social representations of the field, the use of digital technologies, hybrid learning, knowledge transfer, and interdisciplinarity. Thus, this issue presents contexts and informs the way forward for transpandemic education.

Internationally, the Covid-19 crisis has had a significant impact on educational practices. Schools around the world have had to close their classrooms and look for other options to ensure the continuity of education. Presential courses had to be transformed into versions that could be implemented at a distance. Millions of students were affected by this situation (UNESCO, 2021). These experiences have been widely documented (for example, Iglesias-Pradas et al., 2021; Oliveira et al., 2021; Salayo et al., 2021).

For many, these changes represented emergency remote learning (ERL), a short-term and temporary solution. This concept of ERL is used in contrast to robust, pre-planned online education strategies (Hodges et al., 2020). Education options using digital and analog technologies in different times and spaces were quickly implemented to deal with the crisis situation. Initially, it was hoped to return to the traditional modality once the pandemic was over.

Now that work in classrooms has resumed, it's time to define the next steps. The changes made represent an opportunity to rethink education (Zhao, 2020), despite the fact that many schools and institutions are not paying enough attention to the contributions that technologies can make as cultural artifacts in pedagogical practices. There are new possibilities for incorporating technologies into classrooms and increasing the digitalization of learning (for example, Skulmowski; Rey, 2020). This special issue explores education in the post-pandemic era, or what we call the transpandemic.

Issues such as the use of digital tools, hybrid learning, teacher knowledge, interdisciplinarity, and social representations of education are addressed. Meline Oliveira do Santos Morais, Fábio Almeida Morais, and Juliano Lucas Gonçalves (2023) analyze the use of technology by university professors. They report an increase in the frequency of use and the variety of media used since the Covid-19 crisis. Although they also identify some challenges, the results suggest that this trend towards digitalization will continue in the future of education.

Josy Helena Murcia, Bruna Carla Rodrigues de Oliveira and Váldina Gonçalves da Costa (2023) document the experience of two basic education teachers. They explore the difficulties faced during the pandemic and the strategies implemented to deal with them. They highlight the need for constant adaptation to change and flexibility in teaching.

In addition, they emphasize the importance of training to keep education professionals prepared for the future.

Soraia Sabbad Guedes Campos Galdi and Claudia Helena Azevedo Alvarenga (2023) examined the social representations of post-pandemic education, based on the projections of a sample of teachers. Through a rhetorical analysis, they found a desire for a school that values cooperation over technique. These authors agree with other studies that suggest that at least some of the changes that have taken place in recent years will continue. Thus, we have the opportunity to rethink the roles that different actors play in teaching and learning practices.

The article "Experiences of Early Childhood Education and Basic Education teachers: what the bibliographic survey reveals in the context of the Covid-19 Pandemic (2020-2022)", by Milena Ricken Barbosa and Tiago Zanquêta de Souza (2023), presents us with the experiences of educators who worked in early childhood education in the context of social isolation, exploring the context of school closures, the work of teachers and the precariousness of this work in the face of the virtualization of school relationships.

Yasmin do Nascimento Viana and Rosemary dos Santos (2023) present the universe of fanfics through the bricolage of cyber-research-training, paying attention to new possibilities of learning through "other daily lives".

Using the methodological framework of Design Thinking, Kasiane Malaquias da Silva, Rhayssa Nesnik Jeronymo de Siqueira Leite, Vanessa Alves Mendes, Mara Regina Rosa Ribeiro and Gímerson Erick Ferreira (2023) present students' experiences with emergency remote teaching and learning during this period in the light of Science of Mind, Brain and Education.

Seeking to understand the perceptions of visually impaired students about emergency remote chemistry teaching during the pandemic, Fernanda Araújo França and Claudio Roberto Machado Benite (2023) analyze the challenges and possibilities with these students in this context.

Luciana de Lima, Danielle Gonzaga da Silva and Robson Carlos Loureiro (2023) compare Authorial Digital Educational Materials developed in the pandemic and post-pandemic context in relation to the possibilities of interdisciplinarity.

The study "Digital technologies in post-pandemic education and blended education: effects, lessons and possibilities", by Ana Lara Casagrande, Alessandra Maieski and Katia Morosov Alonso (2023) analyzes the data from the second stage of the 2021 School Census in relation to the mediation strategies used in the pandemic context.

With   contributions to this dossier from Portugal, Sara

Dias-Trindade, Marília José do Gago Alves Quintal, Nelson Rodrigues Paulo (2023) unveil an interview conducted with ChatGPT as a vehicle for today's artificial intelligence context and influencer in initial teacher training.

Lorena Victória Nóbrega Bonfim et al. (2023) analyzed the self-assessment of undergraduates in a curricular component and in an emergency remote teaching format, highlighting the need for practical classes, even though they provided a creative and interactive scenario in the virtual environment.

In order to discuss the organization of teaching work and the relationship between school and family during emergency remote teaching, Leordina Ferreira Tristão Moraes, Jennyfer Deise Alves Rezende and Alexia Pádua Franco (2023) analyzed a program implemented by the city network of Uberlândia (MG) called the School at Home Program, demonstrating the obstacles of the model and the challenges faced in that reality.

Finally, the article "Innovaciones en las prácticas de enseñanza universitaria trans Covid desde un abordaje sociotécnico", by Ana María Asnati Guberna, Mariana Porta Galvan and Cecilia Marrero (2023), develops an educational action research to contribute to the training of university professors in the construction of concepts about the problematization of principles and practices in higher education associated with the main transformations to the online teaching and learning process.

These studies exemplify the research covered in this journal. They help inform teaching practice and can be used to make decisions in education. In this way, this issue of EmRede paves the way for the future of education in the post-pandemic era. I would like to thank the authors who have contributed their articles, in the hope that they will be of interest and value to readers.

Brenda Cecilia Padilla Rodriguez (México, Organizer)

Daniela da Costa Britto Pereira Lima (Brasil, Organizer)

Elka Cândida de Oliveira Machado (Brasil, Assistant Editor)

Flávia Magalhães Freire (Brasil, Managing Editor)

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