

Editorial

For the editorial team of Critical Lines, 2014 gave continuance to a few changes in the journal. Issues 42 and 43 were published only in online format, setting us the challenge of cogitating strategies to receive more articles in other languages, and for wider circulation and interaction between authors and readers. The editorial team is also “tuned into” the context of wider discussions taking place in the educational field, and themes in the field of periodicals. It is worth mentioning that Critical Lines has been following the discussion about ethical integrity in research. Such discussion has taken place in spaces such as the National Association of Post-Graduation in Education – ANPED, in the work of the Humanities and Social Sciences Workgroup of the National Committee for Ethics in Research – CONEP, the Forum of Journal Editors in the Area of Education – FEPAE, and other academic fora. In what can this resolution, to be submitted and approved by the National Health Council, affect articles submitted to journals in the area of education? One of the implications may be the requirement that articles submitted be previously reviewed and approved by Ethics Committees. However, the theme of ethics in research is much broader. Promptly, in its focus and scope, Critical Lines has reinforced its guidance to authors as to the ethical integrity of the articles submitted. For Critical Lines, the following are inappropriate conducts in producing an article: plagiarism, fraud, data forgery, duplicity and segmentation of results, improper authorship, and conflicts of interest, among others. As to the work of CONEP’s Workgroup on the Humanities and Social Sciences, in charge of crafting the Resolution on Ethics in Research, the discussion of this theme will continue in 2015. Critical Lines will be attentive to this discussion.

We begin the year with the publication of issue 44 of Critical Lines, bringing together the thematic dossier **Anthropology and Education**, comprised of eight articles, and three continuous flow papers. The Anthropology and Education Dossier has been organized by the professor and researcher Amurabi Oliveira, from the Federal University of Santa Catarina, and includes contributions from Brazil, Argentina and Portugal.

The continuous flow articles are three. ***To be a University Professor: Identities Built Between Aspects of Professional Satisfaction and Dissatisfaction***, written by Fábio Machado Ruza (Federal University of São Carlos), Santuza Amorim da Silva (State University of Minas Gerais) and Karla Cunha Pádua (State University of Minas Gerais), brings together research data on the professional identities of professors at the State University of Minas Gerais, revealing that these are built, contradictorily, by crossing professional dissatisfaction, due to precarious

work conditions, and satisfaction related to work environment and professional autonomy.

Amanda Nogueira Pereira and Sandra Ferraz de Castillo Dourado Freire, from the University of Brasilia, present the article entitled ***The Significance of School Evaluation for Fourth Grade Children***. The general aim of the article is to understand the imports of school evaluation for children in the fourth year of Elementary Education and the relationships they establish between evaluation and learning. The authors conclude that children experience several conceptions of evaluation in school practice. Although the dominant method is applying tests to confer grades, they take a critical stance as to the function of evaluation for learning itself. The authors state that it was also possible to note the existence of an important relationship between informal evaluation and the conceptions they are building of themselves as students.

What are the ways of signifying non-learning present in the context of the classroom for supporting learning? What relationships is it possible to establish between the risk and protection mechanisms present in the context investigated and the ways of signifying non-learning? These guiding questions are part of the article by Jane Ester da Silva Bazoni and Francismara Neves de Oliveira, from Londrina State University, entitled ***The imports of not learning in the learning support classroom: resilience in process***. The article's issue is anchored on the comprehension of the concept of resilience, based on the bio-ecological approach to human development, the theoretical subsidy of the study. The studies indicated the importance of giving voice to the protagonists of the microsystems on which the support classroom is anchored, in order to understand how these students' learning process is permeated by interactions that promote meanings of the experiences.

We hope the reading and study of these articles can incite curiosities, issues and new investigations in the ambit of the educational field.

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