

In an atmosphere of changes and adaptations at a global, national, and local level, scientific societies, their instruments for disseminating, validating knowledge, as well as their interlocutors are faced with the need to ask themselves about the destiny of their scientific practices and the adequacy of these to the current demands of society. The demand for improving editorial practices, validation dynamisms, indexing of the published product and standards of quality and ethics in terms of an “open science”, are today the great agenda of editorial policies and the future of journals, from the traditional approach.

Revista InterMeio has faced this challenge since 2021, starting a new phase of optimization, adapting its editorial policies, from insertion into indexes, repositories, and databases, in addition to dialogue with other knowledge production centers in Latin America.

To this end, the Editorial Board assumes that quality assurance is necessary, above all, that based on the practice of circulating knowledge produced by authors, who deposit their work and believe in the processes managed here and, therefore, the journal presents its first issue within this great transformation and adaptation project, comprising a dossier of six thematic works, in addition to three works within the policy of continuous flux.

Dossier SOCIETY, SOCIOLOGY AND KNOWLEDGE IN EDUCATION PROCESSES: APPROACHES FROM KARL MATON'S THEORY OF LEGITIMATION CODES - v. 28, n. 55

The dossier integrates the actions proposed by the academic community LCT Brazil within the scope of the world conference LCT3.5 – *Around the world, around the clock*. The LCT3.5 has been a continuous online event, with a schedule that, in its last occurrence, had 55 sessions in 65 uninterrupted hours involving activities with global participation; in addition to local activities, in the fifteen groups of study and research based on all continents and linked to the LCT Centre.

The LCT Centre was created as a research center at the University of Sydney in 2016, becoming independent in 2022, developing research that expands and enhances the Theory of Legitimation Codes, as well as offering support to the international community of researchers that the use in their investigations. Currently its director is Professor Karl Maton, creator of the Theory of Legitimation Codes.

The Theory of Legitimation Codes – LCT – is defined by Maton (2019, p. 21) as “um referencial sociológico para pesquisar e mudar a prática que amplia, *inter alia*, a teoria dos campos de Bourdieu e a teoria dos códigos de Bernstein”. It is a “teoria prática” (MATON, 2014, p. 15) that offers a multidimensional conceptual toolkit and is not restricted to a specific area, being used “along the entire disciplinary map” – physics, ballet, engineering, jazz, education, journalism, among many others – to carry out studies empirical evidence on different practices, such as research, curriculum, teaching, assessment, attitudes, beliefs, identities, etc. (MATON, 2016, p. 2).

Its concepts seek to reveal the rules of the game that shape different arenas of social life – rules that are generally tacit and that, when unveiled in legitimation codes, can contribute to greater social justice. LCT, by making these codes visible, allows the rules of different social games to be taught, learned, and even changed.

The LCT is structured in sets of concepts that Maton called “dimensions”; each dimension explores a different set of organizing principles that underlie practices, dispositions, and contexts. These dimensions are simultaneous, that

is, they explore different principles of organization that may be behind the same object of study (MATON, 2019, p. 22). This allows empirical studies to adopt, if necessary, more than one dimension in their analyses. The three dimensions that are most elaborated so far are Specialization, Semantics and Autonomy – which are addressed in the texts gathered in this dossier.

An important characteristic of the LCT is the fact that it is not a theory designed for theoretical discussions, but for a practical and dialogic engagement in problem situations. The theory develops itself, therefore, within and for empirical research in substantive problems with specific questions related to a particular object of study (MATON, 2016, p. 7). It is central to working with LCT to construct a problem situation in a way that allows a dialogue between theory and empirical data.

It is a sociology of possibilities, which not only helps to reveal the organizing principles of practices, but also to make conjectures about new forms of organization. As stated by Maton (2016, p. 3): “A LCT está sendo utilizada não somente para interpretar o mundo de diferentes formas, mas, também, para mudá-lo”.

The texts gathered illustrate the versatility and explanatory and analytical power of the theory, its authors address issues involving mathematics in physics teaching; the discourse of farmers during an agroecological practice; strategies for building credibility in the teaching of advertising writing; the use of the Autonomy dimension in different empirical studies; the use of the Semantic dimension to make pedagogical knowledge visible to music teachers in training; and the reflections of a teacher in training about contextualization and decontextualization of chemistry content in teaching practice.

In this context, we open this Dossier with DIMENSÃO AUTONOMIA DA TEORIA DOS CÓDIGOS DE LEGITIMAÇÃO: O QUE SABEMOS ATÉ AGORA?, by Rosilene Ventura de Souza and Bruno Ferreira dos Santos, which presents a bibliographic review on research that uses the Autonomy dimension of the Theory of Legitimation Codes, with the objective of knowing how this dimension has been developed in empirical research, at the same time, discussing its analytical potential for studies that investigate and plan practices of integrative education. In this teaching perspective, we find ABORDAGEM MATEMÁTICA NO ENSINO DE FÍSICA E A TEORIA DOS CÓDIGOS DE

LEGITIMAÇÃO, by Otávio Bocheco, Frederico Firmo Souza Cruz and Sandro da Silva Livramento Machado, which portrays the composition of a translation device, aimed to construct semantic profiles, underlying the mathematics approach in Physics teaching. This portrait starts from the mathematization process as a hybrid construction between typological meanings (nominal aspect) and topological meanings (relational aspect). Continuing education concerns, ESTÁGIO SUPERVISIONADO EM MÚSICA: DECOMPONDO A PRÁTICA PARA TORNAR VISÍVEL O CONHECIMENTO PEDAGÓGICO, by Marcus Vinicius Medeiros Pereira, identifies challenges in the training of music teachers in Brazil, with the aim of overcoming the ingrained belief that knowing music is what really matters to be a good teacher. Faced with this identification and overcoming exercise, the author uses LCT conceptual tools in working with students as resources for the analysis of pedagogical action. Closing discussions on teaching, Guillermo Cutrera, Ademir de Jesus Silva Júnior and Bruno Ferreira dos Santos in GRAVEDAD SEMÁNTICA Y FORMACIÓN DOCENTE EN QUÍMICA: UN ESTUDIO DE CASO CENTRADO EN PROCESOS DE CONTEXTUALIZACIÓN DEL CONTENIDO DE LA ESCRITURA REFLEXIVA, retrieve the analysis performed by a future chemistry teacher who develops her teaching residency in the last year of her initial training using a writing device. For this purpose, they use a qualitative methodology, centered on a case study, based on a reflective practice performed from a didactic problem developed by the practitioner, registered in the linking of the content of the students' answers in relation to the didactic intention of their questions, according to with levels of conceptualization. Next, focused on learning, APLICANDO A DIMENSÃO DA ESPECIALIZAÇÃO (TCL) AO DISCURSO DE AGRICULTORES DURANTE UMA PRÁTICA AGROECOLÓGICA, by Giordana Bié, Eduardo Fleury Montimer and Lucas Passos Barreto, which analyzes the discourses of a family farmer with different backgrounds in the formation of specialized knowledge involved in training in agroforestry techniques, one of the main practices of agroecology. In addition, interviews with an agronomist (training technician) and an agroforestry (training technician) were interviewed. It is worth mentioning that the authors indicate that the results of this research can be a starting point for the creation of methodologies aimed at training family farmers. We close this Dossier with CONCEPTUALIZING CREDIBILITY-BUILDING STRATEGIES WITH SPECIALIZATION FOR TEACHING ADVERTISING WRITING, by Lok Ming Eric Cheung, that adopts the concepts

of Specialization to reveal the knowledge-knowing structure of brand credibility and conceptualize credibility-building strategies as Specialization codes. It also describes how knowledge about brand credibility and credibility building strategies were applied and taught in a marketing and public relations (MPR) writing course. As stated by Karl Maton (2014, p. 215), building knowledge is like generating an expanding sphere: “a área de sua superfície, tocando o desconhecido, cresce mais rápido do que a própria esfera”. There is still a lot to be done and building real knowledge through engagement with real problems and data requires effort, perseverance, patience, and hope. For the author, only to criticize is to fulfill the task only partially. It is to abandon hope and those without hope. It’s closing the future. By stating that the work with the LCT is collective and ongoing, Maton shows that a growing community of scholars has been socially producing “fallible but real knowledge”. And it invites us to integrate this community in the construction of a more socially just world.

We hope this dossier, especially dedicated to Karl Maton’s sociology, to be an invitation to get to know the LCT and the studies that are being carried out in Brazil and in different parts of the world, opening possibilities of integration to this coalition of minds that seeks to understand, change, and participate qualifiedly in the world.

In the Continuous flux section, we have three texts. The first by Laêda Bezerra Machado and Danielle Pena de Oliveira, entitled *EDUCAÇÃO PARA O CONSUMO: REPRESENTAÇÕES SOCIAIS DE PROFESSORAS*, which analyzes the social representations of education for consumption, built by early childhood education teachers. The second, *MATERIAL DIDÁTICO COMO FERRAMENTA NA TRANSMISSÃO DO CONHECIMENTO TRADICIONAL PARA OS PROFESSORES TERENA*, by Paulo Roberto Vilarim, Décio Ruivo Martins and Sérgio Paulo Jorge Rodrigues, explores debates on the training of Terena teachers in South Mato Grosso (MS) with a focus on the discussion of didactic material (production, selection, and use). The third, *UNA BASE EPISTEMOLÓGICA PARA COMPRENDER LA INTERNACIONALIZACIÓN DE LA EDUCACIÓN SUPERIOR EN BRASIL*, by Linoel de Jesus Leal Ordoñez, Lidia Govea de Bustamante and Antônio Carlos do Nascimento Osório, investigates the Internationalization of Higher Education (HEI) in academic circles, exploring the premise of a phenomenon with more questions than

answers, at the same time that in governmental political circles it is assumed as a lever to support higher levels of development in education, science, technology and innovation.

References

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