

In 2022, there were many demands for Higher Education and its science and technology management structures. Universities gradually returned to face-to-face teaching, not forgetting that emergency remote teaching managed to socialize knowledge, through new narratives about teaching (and learning) within a new ICT-mediated education model.

It is worth mentioning that, in this mediation, the Education stimulated efforts to continue to produce knowledge, in the awareness of the enormous diversity of educational, social, and economic realities, itself a great challenge even in non-pandemic periods.

Such continuity, in the universe of this journal, materialized strategies for adapting its editorial policies and practices, conquering the A3 category in the QUALIS CAPES Assessment, which ended up recomposing a vision of the future regarding its publication behavior, adherence to new objects and “post” pandemic technologies and, the perspective of upward mobility of the position highlighted in the category, and its possibility of continuing beyond the context of Brazil, following its international positioning strategy.

Added to this is the awareness of the needs for improving technologies and methodologies in response to advances in the production and visibility of research in education, as well as the constant dependence on effective

communication, enabling its condition as a vehicle for disseminating scientific knowledge.

Alongside this, this issue responds to the Dossier entitled **Objects in Dispute in the educational context**, initiated by the text **INTERDISCIPLINARITY IN EDUCATION: THE TEACHERS' PERCEPTIONS** by Aline de Novaes Conceição and Adriana Alonso Pereira. The authors analyze studies on teachers' perceptions of interdisciplinarity, through a literature review in two databases. In conclusion, the authors report the existence of a small number of studies that investigate on teachers' perceptions about interdisciplinarity and, among those found, a superficial teaching approach about the interdisciplinary approach is evident.

Flavia Rodrigues Lima da Rocha and Paulo Vinícius Baptista Silva in **A TRANSGRESSION OF THE NATIONAL COMMON CURRICULAR BASE THROUGH THE TEACHING OF AFRICAN AND AFRO-BRAZILIAN HISTORY AND CULTURE**, analyze among the thematic units, objects of knowledge and skills of the NCCB of History for the 6th year, the possibilities of including the teaching of African and Afro-Brazilian history and culture, a requirement of Law 10.639/2003, which amended article 26-A of the Law of Guidelines and Bases of National Education. In this context, they record that there is still much to be conquered by the predominantly Eurocentric History curriculum. However, it cannot be denied the achievements of the national black movement within the NCCB, through all its struggle for their *histories* to be told and duly valued.

Yet, on the Common National Curricular Base, Christiane Caetano Martins Fernandes presents **PHYSICAL EDUCATION IN THE LAST STAGE OF ELEMENTARY SCHOOL: LOCAL CURRICULAR TEXTS/DOCUMENTS POST-NATIONAL COMMON CURRICULAR BASE (2017)**, in which she analyzes prescribed, known curriculum texts/documents (CTD) in the form of parameters, guidelines, guidelines, benchmarks, programs and/or plans, produced by state and/or county education networks. The analyzes take as objects and sources the Physical Education (PE) CTD intended for the final years of Elementary School, and produced by state education networks in the Midwest region of Brazil, that is, Goiás (GO), Mato Grosso (MT), South Mato Grosso (MS) and the Capital District (DC), in a period after the approval of the National Common Curricular Base (NCCB, 2017).

Next, the text **THE INSERTION OF PHYSICAL CULTURE IN THE PEDAGOGICAL SCHOOL OF PARANÁ: FROM THE GYMNASTICS TO THE FIRST GAMES AND SPORTS (1917-1930)**, presents the occurrence of the incorporation process of the elements of physical culture by the Normal School of Paraná, in the period comprised between the years 1917 to 1930. The authors, Marcelo Moraes & Silva, and Vera Luiza Moro, point out that in this process of incorporating the elements of physical culture, the Normal School of Paraná relied on the rational gymnastics' arguments of the Belgian physician René Ledent, to later incorporate the games and some sports practices. In this movement, they register that the area related to Physical Education was consolidating in Paraná to the point of beginning to think, in the 1930s, of some more specialized institutional devices, such as an Agency of Physical Culture.

Keeping the perspective of geographic location, we explored **REGIONAL ASYMMETRIES: THE JOURNALS IN THE EDUCATION SEGMENT IN THE MIDWEST REGION OF BRAZIL**, by Giselle Cristina Martins Real and, Alessandra Cristina Furtado. In this text, the authors introduce a provocation for journals in Education, particularized in the scenario of journals in education in the Midwest region. The asymmetries that characterize it serve as an instrument to enhance the necessary debate in the area, especially at a time when the preparation of a new National Postgraduate Plan is in progress. In view of this, they report the need to formulate specific policies aimed at the equanimity of journals with a view to establishing more democratizing trends in opposition to the asymmetrical context that characterizes the National Graduate System and, consequently, journals in the field of Education.

In the Continuous Flux section, with a Review, we have Carlos Eduardo Díaz Loyo and Egedys Guadalupe Zárraga Ramírez presenting **INTERPRETATION THEORY: DISCOURSE AND SURPLUS OF MEANING** from the French author Paul Ricoeur. To this end, they discuss the main elements that make up the work, delivering a summary of each essay and its links with other more widespread works by the french author. At the end, they weave some possible applications for the fields of Education and Language Sciences.

**The editors**