

Encounters in Theory and History of Education Rencontres en Théorie et Histoire de l'Éducation Encuentros en Teoría e Historia de la Educación



Contributing Authors and Artists Contributeurs et artistes collaborateurs Colaboradores y artistas colaboradores

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State, Democracy, and Education in Brazil: The Trajectory of Anísio Teixeira
L'État, la démocratie et l'éducation au Brésil : le parcours d'Anísio Teixeira
Estado, democracia y educación en Brasil: La trayectoria de Anísio Teixeira

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Contributors

Naomar Almeida Filho is full professor of epidemiology at the Collective Health Institute at Bahia Federal University (UFBA), of which he was president (2002-2010). He has also been president of the Southern Bahia Federal University. Almeida graduated in medicine and obtained a master's degree in public health from UFBA. Since leaving the presidency of UFBA, he has focused his academic production on studying the university and its relationship with society.

Denise Angotako Mwanzo est de la République Démocratique du Congo. En 2002, elle a obtenu son master en Sciences de l'éducation - Pédagogie scolaire à l'Université Pontificale Salésienne de Rome. Depuis 2018, elle effectue sa recherche doctorale en Sciences de l'éducation à l'Université Catholique de Louvain (KU Leuven) / Belgique sur la problématique du décrochage et réinsertion scolaire des jeunes filles en République démocratique du Congo de 1960 à 2010.

Saman Arfaie is an honours graduate from the University of California, Berkeley with a B.Sc. in molecular cell biology, Honours B.A. in Persian literature, and minors in chemistry and music. Saman has garnered 30+ national and international awards, remains a two-time TEDx speaker and performer, and is a third-year doctor of medicine and master of surgery candidate at McGill University, with a deep interest in the biological and psychological manifestations of COVID-19. He has numerous publications in peer-reviewed journals. In 2022, he was selected as one of the youngest finalists for the Top 25 Immigrant Awards by *Canadian Immigrant* magazine.

Lauren Bialystok is associate professor of ethics and education in the Department of Social Justice Education at the Ontario Institute for Studies in Education, University in Toronto, and acting director of the Centre for Ethics at the University of Toronto. She holds a PhD in philosophy and researches topics in educational ethics, identity, political philosophy, and gender and sexuality. She is co-author (with Lisa Andersen) of *Touchy Subject: The History and Philosophy of Sex Education* (University of Chicago Press, 2022) and co-editor (with Bruce Maxwell) of the six-volume anthology *Educational Foundations* (Bloomsbury, 2023).

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Rosa Bruno-Jofré is a professor and former dean (2000–2010) of the Faculty of Education, and cross-appointed to the Department of History, Faculty of Art and Sciences, Queen's University, Canada. Her areas of expertise are the history of women

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Samira Bueno Chahin is an architect and urban planner (São Paulo University, 2007) and a specialist in cultural heritage management (Salamanca University, 2010). She defended her master's thesis entitled "Schools, cities and disputes: places of libertarian education" (2013) and her PhD thesis "New city, new schools? Anísio Teixeira, architecture and education in Brasília" (2018), both in the area of theory and history of architecture and urbanism (São Paulo University). As a FAPESP fellow, she conducted research at the Teachers College of Columbia University (2017) and, as a fellow at Fundación Carolina, she was a visiting researcher at the Institute of Heritage Sciences, INCIP-CSIC, based at Santiago de Compostela University (2011 -2012). She is a professor in the architecture and urbanism course at Facens University and a researcher at the Cidades Vivas Institute.

Marc Depaepe is professor emeritus at KU Leuven (Catholic University of Leuven, Belgium), where he has devoted himself to researching and teaching the history of education since his appointment in 1977. Between 2013 and 2017, he was vice-rector there, responsible for the campuses in West Flanders. Since 2005, he has been co-editor of *Paedagogica Historica* and, since 2010, a member of the International Academy of Education. Between 1991 and 1994 he chaired the International Standing Conference for the History of Education (ISCHE). In 2015 he received an honorary doctorate from the University of Latvia, where he is currently active as a leading researcher.

Peter J. Glinos is the founder of the Drachma Institute, a Canadian think-tank committed to the democratization of knowledge, and a professional educator with a B.Ed. from Queen's University, finishing his studies at the master's level at Queen's University's Faculty of Education. He has recently begun his PhD work in the intellectual history of alternative education, also at Queen's University. He is a research fellow affiliated with the Theory and History of Education International Research Group. With a double major in history and biology, Peter's fascination lies in this biological crisis's political, educational, and historical implications.

Diana Gonçalves Vidal completed her PhD in History of Education at the University of São Paulo in 1995. After that, she began her academic career at the same University and in 2010 became full professor. She is senior editor of the Oxford Research Encyclopedia of Education and coordinator of the Project Knowledges and Practices in Borders: Toward a Transnational History of Education (1810-...) (FAPESP 2018/26699-4). She holds the position of Researcher 1A at CNPq and serves FAPESP's Evaluation Board for Human and Social Sciences. She is former president of Brazilian History of Education Society (2003-2007), vice-dean of the USP Faculty of Education (2014-2018), and dean of the Institute of Brazilian Studies (IEB-USP, 2018-2022).

Ievgen V. Gromov, associate professor, is the head of the research & development office at Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University (Ukraine). As an associate professor in the Department of Pedagogy, Professional Education and Educational Institutions' Management he lectures on comparative education, methodology and principles of scientific research, and innovative project activity and grant-writing for postgraduate students.

Judith Harford is professor of education and deputy head of the School of Education, University College Dublin. Her research area is history of education with a particular focus on gender and social class. Her books include *The Opening of University Education to Women in Ireland* (Irish Academic Press, 2008); *Secondary School Education in Ireland: History, Memories and Life Stories, 1922-67* (Palgrave Macmillan, 2015); *A Cultural History of Education in the Modern Age* (Bloomsbury, 2020) and *Piety and Privilege: Catholic Secondary Schooling in Ireland and the Theocratic State, 1922-67* (Oxford University Press, 2021).

Faraz Honarvar is the project manager of the Institute for 21st Century Questions, and an editor with *Global Brief* magazine. He is currently a doctor of medicine candidate at Queen's University. Prior to that, he obtained an MSc (in medical science) as well as an HBSc in neuroscience, psychology, and bioethics from the University of Toronto. In addition, he is an active researcher with publications including a book chapter with Springer. Faraz's interests span the clinical and policy applications of COVID-19.

Natalia P. Ivanichkina, is the head of the international affairs office at Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University (Ukraine). As a postgraduate student at the Department of Pedagogy, Professional Education and Educational Institutions' Management she investigates the influence of current pedagogical conditions and social factors on secondary school teachers' continuous professional development.

James Scott Johnston is full professor jointly appointed to the Faculty of Education and Department of Philosophy at Memorial University, Newfoundland, Canada. He completed his PhD at the University of Illinois in Urbana-Champaign in 2004. And has published recently in journals such as the *International Journal of Philosophy/Contextos Kantianos*, *Transactions of the Charles S. Peirce Society*, *Educational Theory*, *Educational Studies*, *Studies in Philosophy and Education*, and the *Journal of Philosophy of Education*. He has single-authored five books and is associate editor of the journal, *Dewey Studies*.

Alla M. Kolomiets, full professor, is the vice-rector in scientific work at Vinnytsia Mykhailo Kotsiubynsky State Pedagogical University (Ukraine). As a professor at the Department of Pedagogy, Professional Education and Educational Institutions' Management she lectures on various academic disciplines including methodology and principles of scientific research and philosophical principles and methodology of scientific pedagogical research for postgraduate students.

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Massimiliano Massimelli is the general coordinator of Fondazione Reggio Children – Centro Loris Malaguzzi, for which he has been working for almost 10 years. He is a Ph.D. fellow at the University of Modena e Reggio Emilia in Reggio Childhood Studies, with a study aimed to explore if the Reggio Emilia educational experience might influence what children think about learning.

Graham McDonough is a professor in the Faculty of Education and associate fellow at the Centre for Studies in Religion and Society at the University of Victoria. Some of his research, including papers published in *Teaching Philosophy* and *Teaching Anthropology*, descends from his work teaching courses in educational foundations subjects. His primary area of research concerns contemporary and controversial issues in Catholic schools and Catholic religious education, and he is the author of *Beyond Obedience and Abandonment, Toward a Theory of Dissent in Catholic Education*, published in 2012 by McGill-Queen's University Press.

Roberta Mineo is a tenured academic and senior research fellow at the University of Modena and Reggio Emilia, serving as chair of the Erasmus Committee and other mobility programs, with more than thirty different international partners worldwide. She teaches psychodynamics of family relations, clinical psychology, and group processes. Dr. Mineo has been program chair of the first industrial PhD in Reggio childhood studies since its opening, leading all introductory seminars for the first-year doctoral candidates.

Clarice Nunes is founder and coordinator of *Grupo de História da Educação da Associação Nacional de Pós-Graduação e Pesquisa em Educação (Anped)* and founder of *Sociedade Brasileira de História da Educação--SBHE*. She received a doctor of human sciences in education from *Pontifícia Universidade Católica do Rio de Janeiro* in 1991 and became full professor of history of education at *Faculdade de Educação, Universidade Federal Fluminense-UFF* in 1993, where she was associate researcher at the post-graduate program for education from 1996 to 2013. Dr. Nunes was responsible for the proposal to reprint the works of Anísio Teixeira, published by UFRJ, in the 1990s.

Tom O'Donoghue is professor emeritus at The University of Western Australia. He is also an elected fellow of the Academy of the Social Sciences in Australia and of the Royal Historical Society. In his research he specializes in the historical antecedents to problems and issues in contemporary education. He writes both in English and in Irish Gaelic.

Angelica Pall Oriani is a postdoc in education at São Paulo State University (2020). She is also a postdoc in education at University of São Paulo (2018). She holds a PhD

and a master's in education from São Paulo State University. Dr. Oriani graduated in pedagogy with a degree in child education (2007) and another in school administration and basic education (2008) at the same university. She is the coordinator of the pedagogy undergraduate course at University Center *Sagrado Coração*, located in Bauru, in the state of São Paulo, and is a professor in the teacher training course. She is the leader of EDUFOR - Study and Research Group - Teacher Training and Education: Theoretical foundations and pedagogical practices.

Laura Elizabeth Pinto is a critically oriented qualitative researcher who has published more than 50 articles in scholarly and professional journals, including the *Journal of Education Policy*, *Critical Policy Studies*, *Critical Education*, *Antistasis* and *The Monitor* (Canadian Centre for Policy Alternatives). Her monograph *Curriculum Reform in Ontario: 'Common-Sense' Policy Processes and Democratic Possibilities* (University of Toronto Press) was shortlisted for the Legislative Assembly of Ontario's Speaker's Book Award, and she received a Governor General's Gold Medal for her research. Her creative writing has appeared in *Decomp*, *HAD*, *Beyond Words* and *The Windsor Naysayer*.

Frank Simon is professor emeritus at Ghent University and has been working for several years on the history of education. He has been editor of *Paedagogica Historica. International Journal of the History of Education* (1992-2007), and from 2006 to 2009 he chaired the International Standing Conference for the History of Education (ISCHE).

Giulia Tucci, PhD, is a fellow in Reggio childhood studies at the University of Modena and Reggio Emilia with Fondazione Reggio Children – Centro Loris Malaguzzi. She investigates the Italian music school system from a historical and cultural point of view and teaches flute at Liceo Tenca in Milan. She holds an undergraduate degree in flute, chamber music, and music pedagogy, and a master's degree in special needs pedagogy.

Patricia Quiroga Uceda is an assistant professor at the Faculty of Education, Universidad Complutense de Madrid. She was a postdoctoral researcher *Juan de la Cierva-Formación* at the *Universidad Nacional de Educación a Distancia* (UNED, Spain). Previously she worked at *Universitat Autònoma de Barcelona* as a postdoctoral researcher as well. She holds a PhD in pedagogy and defended her thesis entitled "The reception of Waldorf education in Spain" at the Universidad Complutense de Madrid (Spain) in 2015, receiving the *Premio Extraordinario de Doctorado* [Extraordinary Doctoral Prize]. She is a member of the research group *Cultura Cívica y Políticas Educativas* (Universidad Complutense de Madrid) and is an associate member of the Theory and History of Education International Research Group (THEIRG).

Angelo Van Gorp is a professor of educational sciences with a focus on historical research at the University of Koblenz-Landau. He was "(Link-) Convenor" of the European Association for the History of the European Association for Educational Research (EERA) and vice (EERA) and vice-president of the Belgian-Dutch Society for the History of Education of Education (BNVGOO). He is a member of the executive committee of the International Standing Conference for the History of Education

(ISCHE)" since 2017, member of the board of directors of the Fondation Paedagogica Historica since 2018. He will serve as co-editor of Paedagogica Historica Journal in 2023.

Libania Xavier, bachelor and licentiate in history from the Federal University of Rio de Janeiro - Brazil; MA and PhD in Brazilian Education from the Pontifical Catholic University of Rio de Janeiro, is a full professor at UFRJ, where she also works in the graduate program in education. She held a postdoctoral degree at the University of Lisbon (2008) and at the Department of Sociology at the University of Campinas - SP (2020). She is a founding member of the Brazilian Society of History of Education, having participated in the national board of the entity from 2002 to 2006 and vice-presidency from 2015 to 2019.

Serhii P. Zahorodnii, PhD (pedagogy), associate professor, is the vice-rector of science and education and international relations at Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University (Ukraine). As an associate professor at the Department of Pedagogy, Professional Education and Educational Institutions' Management he lectures on such academic disciplines as theory and practice of educational institution management and communicative aspects of the head of an educational institution for master's programs students.

Olesia V. Zhovnych, PhD (pedagogy), associate professor at Vinnytsia Mykhailo Kotsyubynsky State Pedagogical University (Ukraine). As an associate professor in the Department of Methods of Teaching Foreign Languages she lectures on foreign language for professional communication, foreign language for academic communication, and methods of forming competence in the field of foreign language education.

Artwork and Contributing Artists

TITLE: Umbrellas (Front matter and p. 113)

Artist: Bianca Dettino

YEAR: 2018

MEDIUM: Watercolor on paper

Bianca Dettino was born in São Paulo, Brazil, graduated in Architecture and Urbanism of the University of São Paulo (2000) and obtained a master's degree in history and foundations of architecture and urbanism – Museum and Heritage (2012). Since 2001, her institutional career has been in the field of the development continued works in the visual arts collections from the Institute of Brazilian Studies, in special the planning and executing museological exhibitions and the heritage collections management.

Even with this background, her early years were extremely important for the basis of this growth. Since her early adolescence, she took drawing and painting classes with Carlota Lopes Perez, which were the basis for both developing artistic projects, such as those examples presented in this publication, and in her later professional choices. In these years, her first contact with art was associated, on the one hand, with creation and artistic production, and on the other hand, with her visits to museums and cultural institutions, in exhibition and published catalogues.

Her creative work is based on the landscape or objects that reach her eyes. Even if they play a second and complementary role in her career over the years, it is an observatory point of view. Bianca can be reached on Instagram @biancade77.

Photograph of a quilt hanging on a cedar rail fence (p. 146):

Photographer: Jane MacDonald

“I enjoy the challenge of using scraps from other people’s projects or donated fabric to create something functional and beautiful. In this case I was given someone’s ‘extra’ nine-patch blocks and then created additional nine-patch and hour-glass blocks which are used alternately in rows. Most of my quilts are donated to organizations that provide them to families in need.”