

## EDITORIAL

The present number of the *Sensos* Journal is not a thematic number. The Call for Papers addressed the diversity of research and innovation in education, particularly the diversity of authors, agents, contexts, approaches, themes and subjects.

18 papers were submitted to this number of the *Sensos* Journal, originating from Portugal, Brazil, Bulgaria and Czech Republic. All of the 18 papers were sent to double blind review by elements of the Editorial Board, or in specific cases by reviewers indicated by those elements. Following the results of this process, 4 papers were accepted for publication. It is our wish that some of the other papers may be published in forthcoming numbers of the *Sensos* Journal, after considerable reformulation.

The paper *Social Education as Transformer and Transformative: Clarification of Senses*, written by Isabel Timóteo and Ana Bertão, reflects on the transformative role of social education in the development and autonomy of individuals, as well as on the transformation of their contexts and environments, in the scope of an educational and psychosocial action, which is rooted on the participative and research action and provokes the emergence of people and groups as changing agents.

In the paper *When the Stage is Part of the Real World: The Sociodrama in Social Educators Training*, António Miranda and Joana Oliveira open the pages of their Logbooks and analyze the impacts in training of sociodramatic action, which is centred on the development of interpersonal competences that facilitate communication and consequently the educational and social action.

The paper *The Adult Education in the Scope of the Social Insertion and Social Development Policies: Contributions to the Research on the Socioeducational Dynamics of the Social Insertion Income Action*, written by Liliana Lopes, reflects on Adult Education as a confluence field of educational and social actions, departing from intervention in the scope of the Social Insertion Income and centred on the understanding of educational and social answers, which may enhance the development of people and communities, and on how they are locally built and developed.

In the paper *Recent Dynamics of the Relations between the Families and the School in Materially and Symbolically Depreciated Urban Contexts: Report of an Approach in the Field to the Teachers' Point of Views*, João Queirós presents a sociological analysis of the teachers' and of other education professionals' point of views of the relation dynamics between the school and the recently rehoused families in the sequence of urban and residential interventions promoted by the state.

The section of Invited Papers begins in this number of the *Sensos* Journal and includes 4 papers.

António Dias de Figueiredo presents *The Generation 2.0 and the New Knowledge* which is a reflective paper centred on the relations between different generations, technologies and literacies, and that analyzes not only the related opportunities and constraints, in different moments, but also the role of school in those different contexts.

António Alberto Silva and Hugo Monteiro present *Science, Culture, Theories, Practices, Objects, Senses, Values*, which is a paper with a philosophical dimension and that also emphasizes epistemological, rhetorical and ethical aspects, while developing and relating concepts such as experimental cultures, conceptual ecology and landscape.

The paper *Behaviour, Cognition and Language: Contribution of the Biological Phenomenology to the Study of the Body-Mind Relations*, written by Marina Lencastre, discusses the importance to education of the relations between body, mind, behaviour, cognition and language in an interdisciplinary approach that mobilizes different types of knowledge from biology, ethology, neurology, psychology, linguistics and education.

The paper *Teacher Mediation Supporting Instruments to Promote Students' Learning and the Teachers' Professional Development* was written by a research team, from which Joaquim Bernardino Lopes is the first author. This paper presents, together with a theoretical frame and actual teaching practices illustrations, five support instruments to be used in formal education contexts. Those aid instruments were developed and validated in the context of a research project.

We wish that this set of papers will be useful to educational agents and researchers and that its diversity will contribute to promote and enhance discussions and sharings. Some articles were written under the new spelling agreement while others were not, but this was an option from the authors.

The next number of the *Sensos* Journal will be thematic and centred on the topic *Didactics*.