

Nonconforming bodies and discomfort in educational know-how: critical perspectives in teaching, science and health contexts

Corpos indóceis e mal-estar no saber/fazer educativo: perspectivas críticas em contextos de ensino, ciência e saúde

In this issue, Journal DEMETRA: Food, Nutrition & Health/Alimentação, Nutrição & Saúde publishes a thematic section dedicated to studies on **Teaching, Science and Health**, which addresses various topics of interest among teachers, researchers and students of these fields.

This editorial departs from the following question: why should one foreground different actions towards educational contexts, science and health?

Our aim is to bring together works inspired in the perception of what is particular to mankind and relative to social subjects' human and subjective experiences which refer to broader processes that form such subjects. The discomfort felt by those who are faced with the task of teaching/educating on a daily basis imposes a revision of the limits of interventions and their consequences in the field of research, broadly supported by rationalist policies outlined historically by the achievements of reason. The expression of such discomfort has been vented in different academic fields and in educational action/intervention environments. It is more clearly seen and expressed, however, in bodies which refuse to be subordinated to preventive guidelines, and this issue must be problematized. Such observations point to the need to prioritize interpretations of reality that support training/educational interventions - both in the scientific field and in health care initiatives - which overlook the implication of others in the educational process, because when such practices operate tensioned, complex and constantly asymmetrical relationships, they tend to fail.

Thus, contributing authors were asked to submit studies designed within a critical perspective, and such request was not fortuitous. As editors, we realize that we need to move on with approaches that problematize and challenge reality. These approaches are often thought of as single-meaning

discourse of truth, thereby precluding the intrinsic multitude of meanings inherent in thought and preventing further knowledge of impasses and challenges in such reality. Based on this perception, we understand that both teaching and research on teaching are marked by various aspects that explain their nature. In our point of view, it is about a social process of relations established between teaching/learning, knowledge/power and reality/truth, in which learning is inevitably characterized by a continuous negotiation of meanings in the construction of new perception schemes, new sensitivities and subjectivities circulating in culture and in contemporary society. In this perspective, tackling/understanding/interpreting this complex phenomenon necessarily involves the intertwining of different types of knowledge and distances itself from practices aimed at standardized change of human behavior.

The objective of this thematic section, therefore, was to bring together a set of critical reflections, which intend to question the explanatory models and interventions drawn from different theoretical and methodological frameworks. We emphasize that the interest in starting a discussion was more important than the access to results or solutions taken as universal. For this purpose, the works were supposed to make us acquainted with their affiliation/theoretical foundation as well as their methodological approach. The reason was not to take such procedures for granted, but rather to recognize the character that they developed, as these procedures imply choices.

This call for papers received 43 proposals; 09 articles and one experiment report were selected. The material was evaluated by a group of peer reviewers working in different institutions. The Thematic Section contains texts on obesity; education and 're-education', involving critical opinions about actions, practices and policies in this field; food and nutrition security and approaches outlined in the fields of science and health education in different contexts, such as nutritionist training and/or higher education with an emphasis on curriculum reform and reorientation in courses such as Physical Education and Biological Sciences; continuing education of teachers in the fields of nutrition, science and health; school environment; teaching practices in science and health; blogs; health service / territory; university extension and dropout students. The evaluation process that led to this result was meant to be comprehensive in the selection of the themes while keeping as a guiding principle a critical review of the instrumental and reductive character of educational practices, whether in science or health or food (commonly referred to as educational practices in health or food and nutrition education). Studies in these fields tend to take automated information, previously defined and socio-culturally decontextualized, as a tool of change of social practices. This becomes clear in the intense production of publications in the form of articles or books, or manuals, materials, resources and teaching strategies of a disciplinary and normative character.

Finally, we would like to stress that this initiative stems from a wide range of debate taking place in the Postgraduate Programs in Food, Nutrition and Health from the Institute of Nutrition at UERJ; in Nutrition from the Institute of Nutrition Josué de Castro at UFRJ; and in Teaching of Biosciences and Health from the Oswaldo Cruz Institute at FIOCRUZ, whose exchange between professors has allowed to identify common perceptions of teaching and learning in the praxis of Education and Research.

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