

Dear readers,

As we begin another edition of ETD – Digital Thematic Education we would like to inform that after 12 years, we have sent it to be analyzed by the main indexing databases, as considered by fomentations agencies to be essential to the longevity of scientific journals. The chosen databases are: Scopus (Elsevier) and ISI (Thomson), besides SciELO once again. Regarding RedALYC, the evaluation is still in process and we hope to have an answer by the first half of 2012.

In this issue we have twenty works: thirteen original articles, five dossiers, a research and a reporting experience. The dossier section consists of four works originally in English, with comments related to each other. These papers were submitted in the last half of 2010 and beginning of 2011 directly in the magazine site, through SEER platform. Just in time, the delay to publish these works is due to the large number of papers submitted in this period. This issue will be part of a free theme related to *educational technology in virtual environments, teaching practices, cultural mediation, educational policies, affection*, among others, thus covering all papers submitted.

The section **ARTICLES** starts with the text "*Condensation of information: a reflection on teaching practices*" by *Leilah Santiago Bufrem* and *Sonia Maria Breda* (both of Federal University of Paraná), in which the authors make an analysis of the Information Condensation discipline of the Federal University of Paraná Information Management Course. The article presents the syllabus, objectives and units of the discipline, and also, stands the planning of activities. It is a work aimed at teaching students to give rise to the construction of knowledge based on the perspective offered by Bakhtin's theory of verbal interaction.

The second article written by *Samuel Mendonça* (Catholic University of Campinas), "*Human mass and aristocratic education in Nietzsche*" where the author seeks to present the reasons that justify the aristocratic education in Nietzsche, and the meeting of meaning in understanding the miserly, the fearful, the stupid, in the human massification. According to the author the results point to the need of a new man profile able to overcome his state of smallness, pettiness and fear.

Following, the work of *Ivanda Maria Martins Silva* (Federal Rural University of Pernambuco), "*Technology and digital literacy: sailing toward the challenges,*" discusses the introduction of technology in the school and presents contributions to rethinking the educational planning, considering the diversity of technological resources that teachers can use in the organization of learning situations, that lead the student to the improvement of digital literacy practices.

Daniela Karine Ramos (Federal University of Santa Catarina) brings us the article "*The Information and communication technologies in education: reproduction or transformation?*" where she presents the design of technologies applied to education, offering reflections about the role of ICT in education, questioning the pedagogical dimensions of space and time, and then, discusses the role and importance of planning in the present and distance education.

As for *Daniela Hoffmann* (Federal University of Pelotas) with the article "*Virtual environments and networks: aesthetics and sociality*" distinguishes two virtual environments - the AMADIS and Orkut - to establish relationship between them, having as theoretical support the concepts of aesthetics and sociality. Starting from this, her objective is to analyze the intertwining of theory and some of the environments characteristics, their similarities and distinctions, from the study of digital networks raised by aesthetic influences.

We also have contributions of *Miguel Alfredo Orth*, *Patricia Kayser Vargas Mangan* and *Dirleia Fanfa Sarmiento* (all from La Salle University Center) "*Continuing education of teachers for informatics in education: reflections of an experience*". The aim of this work is to discuss the experience of teacher's training experience in higher education, in the context of a continuing training and/or education for e-learning courses.

In "*Self-esteem: the genesis and formation of a socially constructed attribute*" the authors *Adriana Franco* (Paraná University Tuiuti) and *Claudia Davis* (Catholic University of São Paulo) have analyzed, on the basis of socio-historical perspective, the constitutive elements for self-esteem social construction in the teaching-learning process of pupils who have lived stories of failure in school.

In the article *"Assistive technology and disability: some considerations"*, the author *Rita de Cassia de Sena Pardo Pereira* (Educational Technology Center of Feira de Santana) analyzes the potential of Assistive Technologies (AT), as a tool that facilitate the learning process of people with disabilities, observing if ATs offer them access' opportunities in inclusive or exclusive way.

In the next work, *"The Audit Office of the Brazilian state of Sergipe and its resolutions to evaluate revenue and expenses linked to education"* *Nicholas Davies* (UFF), examines the resolutions of the Court of Sergipe for accounting for revenues and expenditures related to maintenance and development of education (MDE), and based on these data, finds oscillation and inaccuracy in its procedures, characterized by omission of information, inappropriate assumptions, mistakes in accounting expenses and data entry.

Tamyris Proença Bonilha (State University of Campinas) brings the work *"Affirmative action and blacks integration in university: is that possible interaction?"* It discusses the integration of black students in the university, when his entry is facilitated by an affirmative action program, which aims to ensure access of the black subjects to key positions in society, as in higher education. This work is the result of a scientific research conducted at the University of Campinas with black and white students, who had been benefited with an Affirmative Action Program and Social Inclusion (PAAIS). Thus, the goal of this research is to identify the integration process of black students in the university context, and also, to analyze the view of black students about the university and its ways of insertion.

Daniel Revah (São Paulo Federal University) introduces in *"Young 'old' in the world of post-childhood,"* the debate on the significant youth / youthfulness - a significant, according to the author, absent, but that does not fail to be present, perhaps with the strength that is characteristic of the one that operates from a place not known. From this, the significant off as knowledge not known that operate in children and adults, is sought to resize those two figures and so addressing this issue: children today are wiser?

And yet, the work, *"Cultural mediation, information and education,"* *Giulia Crippa* and *Marco Antonio de Almeida* (both from the University of São Paulo) examine some of the theoretical and practical implications of the concept of cultural mediation and information. From the description and analysis of an event held in 2007 - an artistic, cultural and scientific

exhibition -, the authors note the potential and challenges of cultural mediation activities, with emphasis on training and educational aspects.

Closing the *ARTICLES* section, we have *Lourenço Ocuni Cá* (University of International Integration of African-Brazilian Lusofonia) "*School culture and the colonial people: the question of the assimilated ones in African countries, whose official language is Portuguese (PALOP)*". The author discusses how the studies on education history, public or private, and its pedagogical practices have advanced in recent years caused, in part, by the results of theoretical-methodologies of research of the history of education as well as in the field of school culture. These studies have contributed, since the decade of 1990, among others studies, to demolish old myths of historiography, among them: looking for interpret the state policies and legislation, its conflicts, its theoretical bases achievement, many times as not-achievement and/or as accomplishments of copies of educational politics made in another socio-political cultural context.

The *DOSSIER* section opens with the work "*Shame, classroom resistance, and Bion's desire not to know*" written by *Marshall Alcorn* (George Washington University). In this paper, the author uses the affect theory from the work of *Sylvan Tomkins* (psychologist, personality theorist and developer of the theory of affectionate) to understand the Bioniana's description of the human characteristic of "desire not to know"

Following the previous work, we have the contribution of *Michelle A. Massé* (Women's and Gender Studies / Louisiana State University) with the title "*Pointing at the moon: teaching and learning without resistance.*" According to the author, teachers often become attached to narratives in which students' resistance to learning marks the avoidance of the truths offered by the teachers themselves. In students' counter-narratives, the tale of resistance can metamorphose into one history about refusal of powerful figures trying to force them into stances that are not their own. The author emphasizes that this dialogue between students and teachers was very short, because the semester is short for both realize that they changed in that contact, and that resistance was not able to prevent this transformation. She adds that, if the there is the suspension of this temporal dimension; one can see an end later. The author justifies saying that she intends to discuss these actions in the article, but limited to the suspension of the threshold of time on issues of such narratives.

"Tomkins and Sedgwick: commentary," Marilyn Charles (Austen Riggs Center / Michigan State University), is the third work of the section, in which the author discusses the affection theory of Sylvan Tomkins, and the reading of the north American theorist of gender studies, queer theory and critical theory, Eve Sedgwick, on Tomkins, starting from the works of Marshall Alcorn and Michelle Massé.

As for the fourth work related to the previous ones, closing the cycle among them, *"Commentary on Alcorn & Massé: troubling pedagogy," Michael O'Loughlin* (Adelphi University), responds to the works of Michelle Massé and Marshall Alcorn arguing that there is a need to recognize ignorance as performative, rather than merely illustrative of the student's resistance in some pathological sense. From this, he explores the Lacanian notion that teachers develop imaginary assumptions about the deficiency of students, and that these assumptions give support to be rescued, among teachers, fantasies that are related to support their own unconscious demands for narcissistic gratifications and love.

The last paper of **DOSSIER**, *Ana Archangelo* and *Tagiane Maria da Rocha Luz* (both of the State University of Campinas) "The dynamics of aggressiveness in the classroom: a possible and necessary analytical approach," address the issue of aggressiveness in the classroom and examines a case of a boy in his third school year (former 2nd grade) in a state school in a vulnerable neighborhood to social exclusion in a city in the interior of São Paulo. According to the authors, it was revealed that aggression was not related to the overcoming of primitive mental mechanisms, characteristic of the schizoid-paranoid position described by Klein. Thus, the article highlights the need to analyze this framework in terms of processes of social exclusion experienced by the child and his family. The paper also highlights some difficulties faced by the school and possible interventions of the institution with the child.

The **SEARCH** section, with the work of *Ademir Jose Rosso* (State University of Ponta Grossa) and *Brígido de Vizeu Camargo* (Federal University of Santa Catarina) "*Social representations of working conditions that cause Parana state teachers' stress*" the authors investigate the social representations about the teacher's work situations that generate mental strain, according to the theoretical approaches of Moscovici and Abric. For the authors, the collection and analysis of data reveal the recognition of RS-centered in the teaching, being appointed disinterest, disrespect, indiscipline and the crowded rooms as the situation that most disturb teachers in their work.

REPORT OF EXPERIENCE, the last section, presents the text "*Collective work with media on educational robotics*" written by *Ellen Thais Alves Cerciliar* (Uberlândia Federal University), *Lucivone da Silva Cardoso* (Uberlândia Federal University), *Janaina Aparecida de Oliveira* (Municipal School Professor Sérgio de Oliveira Marquez), *Adalgiza Costa de Oliveira* (Municipal School Professor Sérgio de Oliveira Marquez), *Fernando da Costa Barbosa* (Uberlândia Federal University), *Sandra Gonçalves Vilas Boas Campos* (Municipal Center of Studies and Educational Projects Julieta Diniz) *Carlos Roberto Lopes* (Uberlândia Federal University) and *Arlindo José de Souza Junior* (Uberlândia Federal University). In this report, the authors analyze a collective work with robotics in an elementary public school where, according to them, teaching knowledge is produced on an integrated practice with blog and robotics.

Here we have finished another edition of ETD – Digital Thematic Education, and would like to take this opportunity to wish you, dear readers, a good reading, by navigating in each section of our journal.

Gildenir Carolino Santos
Scientific Editor of ETD - Digital Thematic Education
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