

Dear Readers,

Here are we again, releasing another issue of ETD! We are very pleased to put you in tune with what's happening right now in the educational field - referring to research and works, involving not only this area, but also, the subjects that assemble it.

In this issue we present 24 (twenty four) works that have as central theme: "***DIFFERENCES AND SUBJECTIVITY***", that are distributed as follows: 8 (eight) works in Section **ARTICLES**, 12 (twelve) works in the section **DOSSIER**, 2 (two) in Section **RESEARCH**, and 2 (two) in Section **REPORTS OF EXPERIENCE**.

We would like to inform our readers, as stated in the previous edition, that we continue waiting for news about the subject indexing submission for the directories and databases SciELO¹, RedALyC², Scopus³ and ISI/WoS⁴. SciELO has already approved the first stage of evaluation. Therefore, we are looking forward the final decision by the beginning of the next semester. Scopus have requested additional data and we hope to have a positive return until the second half of the year also. It is important to emphasize that the insertion of the Journal in these indexing tools is fundamental to reach its internationalization in various national and foreign channels.

Continuing our editorial, the **Section ARTICLES** highlights the work of *Luciane Guimarães Batistella Bianchini* (São Paulo State University), *Francismara Neves de Oliveira* (Londrina State University) and *Mario Sérgio Vasconcelos* (São Paulo State University): "*Procedures used by players of the internet game Colheita Feliz: between virtue and rules*". The study, based on researches about moral culture, in the Piagetian perspective, investigates the relationship between virtue and rule in the behavior of participants of the virtual game Happy Harvest, application of the popular social network Orkut.

¹ <http://www.scielo.br>

² <http://www.redalyc.org/>

³ <http://www.info.sciverse.com/scopus>

⁴ <http://ip-science.thomsonreuters.com/>

The second paper, "*The concept of writing according to the cultural-historical theory and literacy for children in the first year of primary school*", the authors *Tamara Cardoso André* and *Leilah Santiago Bufrem* (both of Paraná Federal University) bring a study on the concept of writing based on Vygotsky and Leontyev theories.

Danielle Vieira Aquino Marques (São Paulo Federal University) and *Fernanda Müller* (University of Brasilia) contribute with the work: "*Blog experiences in research and early childhood Education teacher's training*", addressing the use of new technologies, more specifically the use of a blog, on research and training of early childhood teachers of a Pedagogy School.

In "*Discourses about homosexuality and gender in a psychology course*," *Nilson Fernandes Dinis* (São Carlos Federal University), discusses some ideas about homosexuality and gender produced in the Psychology discourse, based on the responses obtained from questionnaires on these subjects, applied to psychology students from a Brazilian university.

The fifth article was written by *Samara Cristina Silva Pereira* (Piauí Federal Institute) and *Guiomar de Oliveira Passos* (Piauí Federal University) with the title "*Professional technical education and its interfaces with the high school propedeutic education*". This paper discusses the conformation of the professional technical education in Brazil and its interface with propaedeutic high school level preliminary education, which prepares students for higher education (in Brazil called secondary/second degree or middle education).

We also have the contribution of *Maria Cristina Hayashi*, *Amarílio Ferreira Junior*, *Marisa Bittar* and *Carlos Roberto Massao Hayashi* (all of the Federal University of São Carlos) with "*The work of Padre Antonio Vieira on the agenda of academic research in Brazil*", which analyzes the appropriation of Antonio Vieira's works by academic studies developed in Brazil.

Alexandre Filordi de Carvalho (São Paulo Federal University) brings us "*Foucault and the normative power of knowledge in the education field*", in order to analyze the conditions under which the knowledge is set up as normative for the field of education.

Concluding the section ARTICLES we have "*Ecology in television: what is expected of public TV?*", written by *Cristina Bruzzo* (State University of Campinas) and *Lúcia Estevinho Guido* (Federal University of Uberlândia). In this article the authors attempt to collaborate in the discussion about the responsibility of public television in the environmental education by examining the program the Repórter Eco.

As for the **Section DOSSIER**, which brings as a theme of this issue "***DIFFERENCES AND SUBJECTIVITY***," it opens with the work of *Silvio Gallo* (Campinas State University) with the title: "*Images of the other at philosophy: the challenge of difference*", which aims to problematize the theme of the other by philosophy.

The next work, "*Philosophy of the difference: records for learning of thought in philosophy*", the author, *Américo Grisotto* (Londrina State University), presents how the finding of the writings about philosophy of difference, especially with those of Deleuze, Guattari and Foucault, made possible to him to move his teaching practice in philosophy from the model of greater philosophy to a minor philosophy.

Renata Lima Aspis (State University of Campinas) brings us "*Creating ways out and philosophy teaching*" proposing a particular teaching of philosophy to young people today in school, as a way of political action to change the world.

The paper "*The marginal thought of the beyond-formation as difference outline*" by *Maria dos Remedios de Brito* (Pará Federal University) aims to think formation from the perspective of the philosophy of difference. In her text the author criticizes the idea of training, understood along the classical tradition, and take through the insights of Nietzsche and Deleuze, an idea of cross-training.

In "*Deleuze: for an ontology of the philosophy class: repetition creates difference*", the author, *Marcos Ribeiro de Santana* (Paulista Public Network School) seeks the establishment of an ontology of philosophy's class, from the definition of philosophy developed by Deleuze, understood as "the art of forming, inventing and making concepts", within the specific theme of difference and repetition.

Maria Emanuela Esteves dos Santos (Federal University of São João Del-Rei) aims to "*Education and otherness: passages from Arlequin to Pierrot*" reflect on education and otherness from the philosophy of Michel Serres.

Gabriela Gomes Costardi (University of São Paulo) collaborates with "*The education despite the difference*" addressing the concepts present in Freud's work about education, focusing on its relationship with the difference.

The work "*Dialogue in everyday school: research with children*" *Carmen Lúcia Vidal Pérez* and *Luciana Pires Alves* (both from the Fluminense Federal University) report a research conducted in a municipal school in Caxias city, Rio de Janeiro, in order to investigate the production of knowledge about reading and writing, by children considered by the school as having "learning difficulties".

Ana Archangelo, Daniela Kitawa Oyama and *Maria Lígia Pompey* (all from the State University of Campinas) in the work: "*The conflict of difference at school: a psychoanalytic view*", aim to demonstrate that the dilemma between the search for equality and the pursuit of difference is not false for the patterns of a strictly political agenda, but it is, from a social perspective, since it takes into account that the last one cannot be dissociated from a psychiatric perspective.

The tenth article of this section, "*Childhood, movie and training: profiles of modulations, subjectivities and singularities*" is written by *César Donizetti Pereira Leite* (São Paulo State University) presenting reflections on the notion of education and education as identities construction.

Samuel Mendonça (Catholic University of Campinas) on "*Objections to equality and democracy: difference as the basis of aristocratic education*" approach Nietzsche's critique of democracy, as well as his critique of equality, analyzing also, the meaning of aristocratic education in the context of Prussian hegemony, besides the fundamental aspects of Nietzsche's philosophy, especially the will to power.

The last work of the section with the title: "*Difference in the curriculum or interventions for a queer pedagogy*" by *Maria Rita de Assis César* (Paraná Federal University), discusses the regulatory systems that imprison the body, gender and sexuality.

In **RESEARCH Section**, the first work is written by *Andréia Osti* (São Paulo State University) and *Rosely Palermo Brenelli* (Campinas State University): "*Comparative analysis of students and teachers representations about the relationship between teaching and learning.*" According to the authors, the research aimed to identify and compare representations of teachers and their students (with and without learning disabilities) on the process of teaching and learning.

Liane Camatti (Pampa Federal University) and *Márcia Lise Lunardi-Lazzarin* (Santa Maria Federal University) in "*The constitution of the deaf educational subject: community school investment*", the authors intend to discuss the constitution of the deaf pedagogic subject, starting from the convergence between community and school for the deaf. The study was conducted using as subjects of research, deaf students and teachers of special schools for deafs in the cities of Caxias do Sul/RS, Porto Alegre/RS and Santa Maria/RS.

Section REPORTS OF EXPERIENCE starts with "*Formation, function and design of cargo manager provision school: guidelines of the Brazilian educational policy and theory of school administration*", by *Graziela Zambão Abdian*, *Viviani Fernanda Hojas* and *Maria Eliza Nogueira Oliveira* (all of São Paulo State University). The aim of this work is, through the tension between the guidelines of educational policy and theoretical movement of the area, analyze historical and current issues relating to training, the role and ways of filling the positions of the school manager, between 1970 and 2000.

Closing this section, the work "*Sacrifices to the provisions of schooling: paths of young class popular*" in which the authors, *Lajara Janaina Lopes Correa* and *Maria Silvia Pinto de Moura Librandi da Rocha* (both from the Catholic University of Campinas) addressed the careers of seven young people belonging to popular groups, ex-students of pre-university course "Herbert de Souza", in Campinas city, SP, who entered in prestigious universities.

Thus, we conclude one more issue of ETD - Digital Thematic Education, which hopes to achieve and disseminate the latest production in educational field. Besides promoting open access to documents and sharing experiences with other collaborators, who consider ETD a consolidated source of research, it takes part of everyday life of researchers.

So, dear readers enjoy the content of this issue and update your researches with the theme presented here. Have a profitable reading!

Gildenir Carolino Santos
Scientific Editor
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