

Dear Reader,

This new issue of *ETD – Educação Temática Digital* (Digital Thematic Education) is the fulfillment of a higher objective of its editorial and technical staff, which intends to maintain the purpose of being “The Journal of the Educator/Researcher”. In this way, we seek for the excellence of published works, besides betting in the interdisciplinarity as the best way to address a subject as complex as Education, not to mention the evaluation of ANPEd / Qualis that certified ETD with the concept “A” comprising journals of National circulation.

Aiming at this interdisciplinary perspective, for this issue, it was chosen works that approach education and its suitability and improvement in several ways, whether through technology, communication, arts, or the study of diverse societies, educational planning, respect and search of understanding differences and subjectivity of each individual involved in the educational process.

In the first Section *ARTICLES*, there are eleven works regarding several thematic areas. The text of Sílvia Ferreira Marques Salustiano, Mário Jorge Cardoso Coelho Freitas, José Ramon Lamadrid Marón and Hilda Gomes Dutra Magalhães, “*The environmental education and the ecological tourism*”, opens not only this section but also the journal, with a consideration about the importance of Science and knowledge to establish the basis of sustainable development. Cynthia França Cavalcante de Andrade in “*A new view on the deaf inclusion: the legal basis in between this process*” discuss Special Education and its inclusion in the National Curriculum Parameters, stressing deaf’s education and their legal achievements.

The following five articles: “The technology’s experience of teachers of fundamental teaching who participated in the teckids project” by Estéfano Vizconde Veraszto, Dirceu da Silva, Nonato Assis de Miranda and Fernanda Oliveira Simon; “*Virtual community and its introduction on the educational process as a way of extension of relations*” by Rejane Machado; “*Production and application of knowledge for innovation: considerations about the paradigm’s changes of production*” by Mônica Aparecida Martinicos de Abreu Berton and Fernando Mattos; “*Who do you now? Discussing the pedagogical possibilities of orkut*” by Glenilce Maria de Sousa Forte and Sinara Socorro Duarte Rocha; “*Distance learning on higher education: increase with quality?*” by Francisco Paulo do Nascimento and Beatrice

Laura Carnielli are inserted in the same thematic area: Education, Communication & Technology, and discuss the use and influence of new technological resources for the development of educational processes.

Next, Wilson Correia with “*Platão and the soul’s education*” investigates the platonic conceptions about education, and Rogério Paiva Castro with “*Ways to teach and to learn, and, the challenges of XXI’s century*” recalls an ancient discussion: in spite of everything, how to teach? How to learn? Looking at the matter and all its complexity aiming at understand “the beginning questions that shape the subject”. Finally the two last works, “*The chances of employment in the National Curriculum Parameters: implications and limits to the human constitution*” by Luciano Accioly Lemos Moreira and “*Communitarianism, civil society and the education restructuring in the age of F. H. C. (1995-2002)*” by Sidney Reinaldo da Silva and Marcos Vinicius Pansardi, approach the Educational Planning.

DOSSIER Section was dedicated to visual education, set in the thematic area **Visual Education, Visual Languages and Art**, since it deals not only with educational issues but also with literature, fiction and mainly arts, illustrating its works with beautiful images and structuring all the text in such a way that creates varied feelings in the reader. The texts are: “*A woman under the shadow of the king*” by Águeda Bernardete Bittencourt; “*Parable of the desert’s reverse*” by Alan Victor Pimenta; “*Polia – feminine of Polifilo*” by Angela Harumi Tamaru; “*A castle for the memory*” and “*Visual investigation concerning the other*” by Milton José de Almeida; “*Polifilo and the dream of Aldo Manuzio*” by Ubirajara Alencar Rodrigues and “*Cities of fire and passion*” by Wenceslao Machado de Oliveira Junior.

As for **RESEARCHES** Section, with three works based on bibliographic researches or field observations, presents first “*Phono-audiological work with stammering in a discursive perspective: a case study*” when Gabriela Valle Vasconcelos and Maria Janaina Alencar Sampaio make a discursive analysis of a stammer patient’s clinical case in view of Nádía Azevedo’s works, whose research comprises the interactionist theory of language acquisition, and on the discourse analysis of French studies. The text of Daniela Karine Ramos “*About teachers, collaboration and technologies: considerations about collaborative processes and the use of technology in education*” brings the result of a search that took place in a public school of fundamental education at Florianópolis, when it was observed how information and communication technologies can contribute to the development of school activities. Finally,

Areta Held Previatti and Maria Eugênia Castanho, using bibliographic research and interviews with education's professionals, analyze, with a critical view, the autonomy of public school in "*The autonomy of public school: limits and possibilities*".

Closing this edition Carolina Messoria Bagnolo presents the summary of "*Research and qualitative information*", book of Pedro Demo, an adversary of the mere quantitative research view. This text ends the current issue keeping the initial established purpose of contributing to the improvement of Educator – Researcher.

The Editors

Gildenir Carolino Santos
Scientific Technical Editor
ETD – Educação Temática Digital
Digital Thematic Education
e-mail: gilbfe@unicamp.br

Rosemary Passos
Scientific Technical Editor
ETD – Educação Temática Digital
Digital Thematic Education
e-mail: bibrose@unicamp.br

Editorial Collaboration

Mariana Santos de Assis
Student of Letters in the Language Studies Institute
State University of Campinas
Technical Support of ETD – Digital Thematic Education
e-mail: iel.mary06@gmail.com

Célia Maria Ribeiro
English Translation Supporter
ETD – Digital Thematic Education
e-mail: celiam@unicamp.br

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