

Dear Readers,

It is with great pleasure that we continue the celebration of ETD's 10<sup>th</sup> anniversary - one of the first electronic journals to be indexed in Brazil in the 90's. To commemorate these ten years, we are presenting a new design, and also, grouping together works of several researchers from different geographical parts of Brazil. Throughout 2010 we will be releasing commemorative editions organized and / or composed by works of great academic importance. The effort to obtain the *Qualis A* evaluation, in recent years, counted with the collaboration of renowned Brazilian and foreign researchers, to whom we will always be grateful. The confidence they demonstrated in ETD had allowed us to jump from *Qualis C* evaluation in Education to *Qualis A* in 2007. This effort, properly orchestrated, brought good results.

To our collaborators: Editorial Board, reviewers, authors, readers and everyone who participated in this 10 years' process to maintain ETD alive, our sincere thanks!

Soon the journal will also feature a new version of the platform SEER / OJS, which will allow more facilities of searching to readers, besides being a new interactive look. Thanks to the approval of CNPq, that granted funds to e-journals, the ETD – Digital Thematic Education was able to expand editorial staff, providing internal improvements.

With everything that comes around, we start with eight papers presented in Section **ARTICLES**.

Featuring the first article, "*Research on education in Brazil: a critique of the knowledge fragmentation*", Luciano Accioly Lemos Moreira (Federal University of Alagoas), examines under the theoretical orientation of Marxist ontology, the historical trajectories, theoretical and methodological research Education in Brazil. The author notes that the hegemonic scientific production nowadays focuses on analysis of problematic situations restricted to the classroom.

The article written by Sonia Regina Landini (Federal University of Paraná): *"Teacher and his work: daily practice and scholar knowledge"*, notes that the appreciation of subjectivity and culture of minority groups has been a concern among educators in recent decades. In addition, appropriating of the contributions of Lukacs, Heller and Lefebvre, the author attempts to characterize the daily practices and its relationship with knowledge, trying to reflect on the trend of appreciation of cultural expressions in its singularity, at the expense of a more comprehensive reality and the school's function, in order to overcome social inequalities.

In the article entitled, *"The curriculum as experience of complexity in space school,"* by Hilda Gomes Dutra Magalhães, José Damião Trindade Rocha and Luiz Hunold de Oliveira Damas, from the Federal University of Tocantins, the authors reflect on the relationship between the curriculum and Theory of Complexity in the institutional spaces of education, considering that the curriculum organization represents not only the school's philosophy, but also the direction of all its practices. They emphasize that interdisciplinarity, as action, is the space where the philosophical demands of the twenty-first century, Neuroscience and the new educational theories dialogue in search of an education for a more democratic, more egalitarian and more cooperative society.

*"Educators continuing training: resignifying the role of the practice in the school and university management,"* where the authors: Lucrécia Stringheta Mello (Federal University of Mato Grosso do Sul, Brazil) and Graziela Zambão Abdian Maia, refer to the analysis of continuing education process of professional educators, that work in the elementary and early childhood education management in two different Brazilian states, Mato Grosso do Sul and São Paulo. Both involved, teachers and students of public universities: UNESP and UFMS, have their actions analyzed when they have completed two years. The study covered teaching, research and extension. The introduction text explains and analyzes the current context of studies in school administration, followed by the presentation of theoretical and methodological references of both practices, highlighting

their similarities and specificities. Then, presents the partial results of the work in the fields of education, research, and especially, on the daily practices of individuals involved.

The fifth article: *"The process of teacher of physical education: challenges and reality"*, Franciele Roos da Silva Ilha and Hugo Norberto Krug, both from the Federal University of Santa Maria, reflect upon the realities and challenges that make up the training process of Physical Education teachers. The authors conducted a brief analysis of some aspects that permeate the teaching and training in educational settings, as well as discussions about the formation processes of these educators, in particular. They highlight the history of physical education, demonstrating that this knowledge enables the understanding of teaching practices and actions carried out on basic and higher education.

As for the article: *"Images of Africa in the movies: the potential of media in history teaching"* written by Delton Aparecido Felipe and Teresa Kazuko Teruya, both from the State University of Maringá, brings a critical reading of the contents of two films dealing with racial prejudice. They selected two films as source of research, aiming to investigate the cultural, economic, social and political aspects of Africa, in order to propose a methodology for film analysis, based on cultural studies. At school, these films, analyzed in the perspective of Douglas Kellner, Michel Foucault and Stuart Hall, could broaden the understanding of the authors, on the logic of domination by the racial segregation, and also, help mobilization actions to recover and recognize Africans and African-Brazilian history and culture.

The last but one article in this section: *"Notes on the way: the musical language and Williams Syndrome,"* Dircéia Cristina da Silva (State Conservatory of Music Juscelino Kubitschek de Oliveira - Pouso Alegre/MG) and Paulo Sérgio Souza Junior (Campinas State University / Institute of Language Studies) dialogue about a particular syndrome called Williams-Beuren syndrome. This syndrome has a specific relationship with music and is presented by the authors in two stages. At first, they make a presentation of the syndrome and its singularities, and then, focus on the uniqueness that is in question, ie, the

relationship of this trouble with the sound universe. Finally, they bring a case which involves musical education in the context of this syndrome.

The last article: *"Information Science and the methodological use of ethnography"*, written by the researchers of Federal University of Paraná, Leilah Santiago Bufrem and Sandra de Fátima Santos, analyze the applicability and use of ethnography as a methodology to explore research in the area of Information Science. As a theoretical research, the authors aim to rescue, in the literature, the recognition of ethnography as methodological shape in the scientific construction, starting from reflections on this research method as a form to recognize subjective values. Also, to allow a critical glance on the research in the field of Information Science and present recommendations for the continuity of this study under different guidelines, this can bring significant contributions to this area of the knowledge.

The new section of the journal, **DEBATE**, features three valuable contributions. The first one *"Ethics in research involving humans: reflections from the experiences of UNIOESTE - science and education"*, written by Dartel Ferrari de Lima and Vilmar Malacarne of The State University of West Paraná. The text contextualizes ethics in research, involving human beings aiming at the debate based on the authors experience as effective members of the Committee of Ethics in Research Involving Human Beings of the State University of West Paraná (CEP-UNIOESTE). It discusses some ethical issues in the historical humanity context.

Following debate, Francisco Neto Pereira Pinto and Hilda Dutra Gomes Magalhães, both from Federal University of Tocantins, with the paper *"The environmental legislation of the municipality of Araguaína: for whom?"*, analyze the Law No. 1.659/96 that establish environmental policy in the municipality of Araguaína, Tocantins, trying to understand the functioning of certain discourses embodied in the text of this law. Using as a support the French Discourse Analysis, they realize that for the law, those responsible for the degradation and environmental preservation are those who maintain relations with municipal education, media, environmental organizations and environmental associations,

exempting the other groups from the burden. By defining the composition of the Administrative Council with government representatives and some professionals, the law determines who actually take ownership of environmental discourse and ensures the interests of dominant groups.

Debate Section ends with: *"Bilingual Education for deaf: a view from the trajectory of Brazilian Sign Language interpreters,"* Diléia Aparecida Martins and Vera Lúcia de Carvalho Machado, both of the Pontifical Catholic University of Campinas. In this work on bilingual education for deaf students in higher education, specially the education trajectory of the Brazilian Sign Language interpreter, the authors recover the deaf person educational history. They also present the research data obtained from Libras interpreters who teach in higher education, concerning the education of these professionals. The authors remark that from the answer of the subjects it is possible to observe that the professionals are guided by appropriate knowledge along their human education, starting from their social disposition and their access to symbolic productions.

Starting **ESSAY** section, Rita Ribes Pereira (State University of Rio de Janeiro), presents the work: *"Reflections about the making and the use of images in educational research: the Wim Wenders' glasses and the Bavcar's look"* consider the making and uses of image and audio-visual in the field of educational research.

The **SEARCH** section, features three works in progress, and completed in their working areas. The first one entitled *"Prejudice and distance education: university students' attitudes about distance education undergraduate courses"* by Stevan Corrêa and Larissa Santos, both from The Brasília University. The authors discuss about the new legislation, and on the increase of distance learning courses supply, including undergraduate courses, a subject that demands more research, in their view. The authors could identify preconceived attitudes of the academic community referring to distance education through the application of 90 questionnaires, with open and closed questions, focusing on the cognitive and affective perceptions. The studied group was composed by students from the University of Brasilia.

The second study of **SEARCH** section: "*Reading Practices in the electronic media*," Leilah Santiago Bufrem (Federal University of Paraná) and Tidra Viana Sorribas (Federal University of Paraná), discuss the relationship between university book, reader and technologies, to characterize how students perceive the reading possibilities fostered by the electronic book. The authors seek to understand the practices of these readers toward new book format, at first analyzing the theoretical reference, to ground the empirical survey. They submitted a questionnaire to a group of students, trying to identify characteristics such as: reading frequency and time spent in reading; reading practices, according to medium, device, type and accessibility. It is noted that the reading is performed by the majority of students in the computer screen, or rather, after printing its contents on paper, which corroborates statements gathered from the literature.

The last research: "*Empirical evidence of semi formation*", written by César Augusto Alves da Silva (Catholic University of São Paulo), argues that the current culture, produced since the economic and social organization and disseminated by the cultural industry, continues to generate what Adorno conceptualized as "semiformation". Through research and observations on the habits and behaviors of public school students of elementary and secondary school of a city in the metropolitan area of São Paulo it is possible to prove the actuality of the concept. In addition, the author realizes that the current phase of the "erudition" acts as a real obstacle to literacy culture, by means of formal education. Thus, the difficulties of teaching and learning processes are not restricted to just a matter of methodology used by the teacher.

Another section that returns in this issue is the **LITERATURE REVIEW**. This time we are pleased to present the work: "*Dropout in distance education*", written by Josué Laguardia and Margaret Portela, both researchers from the Oswaldo Cruz Foundation. This review aims to discuss the different concepts and theoretical models, plus the variables identified as predictors in studies about dropout in virtual environments, as well as point out the strategies to reduce it.



Thus, we conclude this issue with excellent works which, certainly, will contribute with academic research related to various topics related to education.

Happy reading!

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