

Dear Readers,

We are very pleased to launch another issue of ETD - Digital Thematic Education, which thematic is Distance Education (DE) - "DE why not?". This number 2 of Volume 10 (jun./2009) is organized by José Armando Valente (Campinas State University), with 22 original works, focusing on 3 subdivisions with the themes: "DE Why not?", "Questions of the Presence" and "Reports of Experience."

Keeping the track of time, we have seen that high education starts to climb up new directions with regard to distance education. Speaking of DE in current times is something to think about, with sensitivity and patience, in order to learn from the partnership with information and communication technologies. The role of DE, in my view, is to help the traditional teaching, combining the theory to practice, and expanding borders.

Considering again the context of the works, we have in the ARTICLES first section, in the subdivision: "DE Why not?", the contributions of Prof. Carlos Vogt (São Paulo State Virtual University and Campinas State University), Klaus Schlünzen Junior (Paulista State University), Gilda da Costa Marques (São Paulo University), Carolina Costa Cavalcanti (Campo Limpo Paulista Faculty), José Manuel Moran (São Paulo University), Celso José da Costa (Department of Distance Education - CAPES), Nara Maria Pimentel (Directorate of Distance Education - CAPES), José Armando Valente and Vera Nisaka Solferini (Campinas State University), Fredric M. Litto (São Paulo University, Brazilian Association of Distance Education). Also in ARTICLES section, in the subdivision "Question of the Presence", we have: Rinaldo Voltolini (São Paulo University), Maria Aparecida Viggiani Bicudo (Paulista State University) and Leandro Lajonquière (São Paulo University).

For the section EXPERIENCE REPORTS contributed: Ronice Muller de Quadros and Mariane Rossi Stumpf (Santa Catarina Federal University), Maria Elizabeth Bianconcini de Almeida (Pontifical Catholic University of São Paulo), Maria Elisabette Brisola Brito Prado (Campinas State University); Vani Moreira Kenski, Marcelo Pupim Gozzi, Teresa Cristina Jordão and Rodrigo Gabriel da Silva, all of the São Paulo University; Suely Scherer (University Center of South Jaraguá)

Gilda Helena Bernardino de Campos (Pontifical Catholic University of Rio de Janeiro); Perla Zelmanovich (Latinoamerican Faculty of Social Sciences), Carlos Eduardo Albuquerque Miranda and Guilherme do Val Toledo Prado (Campinas State University); Heloísa Collins and Ana Luiza Marcondes Garcia (Pontifical Catholic University of São Paulo), Joni A. Amorim and Mariana da Rocha C. Silva (Campinas State University); Roseane Aragón de Nevado and Marie Jane Soares Carvalho (Rio Grande do Sul Federal University), also Crediné Silva de Menezes (Espírito Santo Federal University) and Stela Conceição Bertholo Piconez (São Paulo University).

The first work of ARTICLES section Prof. Carlos Vogt discusses the "Public high education and the new policies of expansion and inclusion: the UNIVESP Program ", following, Klaus Schlünzen Junior develops the theme "Distance education in Brazil: paths, policies and perspectives", as for the third article by Gil da Costa and Carolina Costa Cavalcanti, approaches the "Distance education at the University of São Paulo: challenges to implant a new educational model; "José Manuel Moran writes on "Means and evaluation of higher distance education in Brazil"; Celso José da Costa and Nara Maria Pimentel reflect on "The Brazilian Open University system in the consolidation of the higher education distance learning offer in Brazil, José Armando Valente and Vera Nisaka Solferini write on the "Distance education at UNICAMP", and finally in the subdivision "DE why not?", Fredric M. Litto comments on "The front/back photo of the distance learning in Brazil in the year 2009. "

Section ARTICLES, subdivision "Question of the Presence," has, as the first work, the text of Rinaldo Voltolini, writing about "Distance education: some considerations", and, the second work of Maria Aparecida Viggiani Bicudo draw some lines on "Being with others in the cyberspace", and, as the last work of this subdivision, Leandro Lajonquière brings instigating provocations in his article "About the general decline of the school life."

REPORT OF EXPERIENCE section includes 12 works of scholars and researchers from several institutions, being the first of them written by Ronice Müller de Quadros and Marianne Rossi Stumpf, where the authors describe the experience

on "The first Brazilian sign language graduate course: e-learning". In the second report, Maria Elizabeth Bianconcini de Almeida presents "The distance education for the principal's continuing education aiming at the technology incorporation in schools." Following, Maria Elisabette Brisola Brito Prado talks about the "Distance education *in* and *for* the teacher's reflexive formation." The fourth work of Prof. Vani Moreira Kenski and other researchers of her institution comments on how "To teach and to learn within virtual environments." The fifth article is a contribution of Suely Scherer: "Bimodal education in the pedagogy course: learning in statistics applied to education." In the sixth report, Gilda Helena Bernardino de Campos, brings us to "Alterity as a principle for the teacher's qualification." Perla Zelmanovich describes "The training of educators through a virtual model", seeing in this a false dilemma. The eighth report by Carlos Eduardo Albuquerque de Miranda and Guilherme Val Toledo Prado focus on the "Experience of DE in the educational management training", while showing a visual education and the construction of narratives. Heloísa Collins and Ana Luiza Marcondes Garcia report on "Evaluation of distance education experience in a context of qualification of trainers". In the tenth report, Joni A. Amorim and Mariana da Rocha C. Silva, both researchers of technology field, comment on "Multimedia production and accessibility in distance-learning courses." At last, a report of Roseane Aragón de Nevado, Marie Jane Soares Carvalho and Crediné Silva de Menezes go ahead with their experience on "Innovations of teachers' training in the distance model."

With this repertoire of works presented, it is difficult to polarize the theoretical and practical side of the DE today. We find here ongoing researches, and also, at the same time, works being done and implemented by top institutions in Brazil.

The landscape of means and evaluation of Brazilian distance education, demonstrated by José Manuel Moran, points out to the need to involve the traditional education to the distance education model, making them complementary to each other, and for this it is necessary a continuous process of evaluation of results and of the strategies employed.

With this, dearest readers, we bring you a rich and important issue to be debated in the public and private spheres of education. Take advantage of this valuable issue dedicated to distance education which, hopefully, will help studies and researches on this modality of education in Brazil.

Enjoy!

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