

Editorial

We have been living times of passage, new ways of noticing the subjects and the real have been shaping up. In this scene, the New Technologies have fulfilled an essential role once they provoke constant changes in the forms of communication and approach between the subjects.

In this context, for two years, the professors and pupils of the *Program of Master in Education at Universidade Cidade de São Paulo* have started the project of a digital academic-scientific journal aiming the creation of a space for publication of papers, reviews, interviews that approach topics related to the theoretical universe of the *Program of Master: Public politics of Education and Formation of Teachers*.

At the beginning it was a distant dream, but little by little, surrounded by researches, consultations and dialogues, the journal has been outlining as a space capable to give dynamism to the processes of divulging the academic works that take into consideration the requirements of the contemporary world.

The first issue of this journal has been organized around the theme: **Formation and Learning** which has been investigated in our program. The lives, the practices, the thoughts, the feelings, the intuitions and the dilemmas of the subjects that learn are being revealed. Researches show that the ways of the formation and the learning are multiple and unique and that they request a subject who is capable of thinking, but also of feeling, of intuiting and of interacting with the internal and external world.

In this issue, we have tried to select authors who have been investigated the new scenes and ways of learning and formation and have contributed to extend the understanding of these processes. There are eleven papers, ten of those which have been written by national researchers from the Post- Graduation Programs and one of them that belongs to international authors. There is also, in the journal, an interview with an international researcher and a book review.

Diva Spezia Ranghetti analyzes the politics of formation of teachers since the Jesuitical teaching to the directives of Pedagogy. The revealing of the curricular matrices of the formation allows us to understand in which bases the formative scenes have been constructed.

Luis Cláudio Dallier extends the understanding of the formative scenes by analyzing the implications of the new technologies and the pedagogical power of hypertext in the learning process.

Sylvia Helena Batista explores the relations between teacher who forms other teachers and the learning in the current contexts. She reveals the possibilities of overcoming the transmission model and the opening of spaces for negotiation of the meanings, appropriation of scientific contents, interactions of dialogue and sharing of knowledge and experiences.

Potiguara Pereira announces that the contemporary subject is the one in charge of tracing his formative paths and that in order to accomplish this, he needs the maturity, once it has incisive participation in the teaching-learning process.

Melania Moroz, Ana Rita S. Almeida and **João Carlos Martins** show that the subjects have been, historically, challenged in order to build unique strategies of learning. They show this by analyzing the processes of learning of the Portuguese Language of Slavic immigrants who had arrived in Brazil.

Josenilda Maués discusses the possibilities of working with narratives at the Higher Education, highlighting the research-teaching and the bonds between production and dissemination of the knowledge at the Higher level. The narratives are assumed as stories in which, by means of language, the subjects give meaning to themselves and to their practices.

Vera Tordino reflects on the (auto) biographical memory, as a methodology of (auto) formation and continued formation, articulating studies and theoretical discussions with the revision process and the re-elaboration of the life-work projects.

Other authors instigate us to look at the educational spaces with sensible lenses that reveal nuances, folds and depths that are invisible to the hasty eyes. **Luiza Helena Christov** explores the wealth of the waiting times; **Lúcia Peres** and **Deonir Kurek** disclose current yearnings for an education that have dialogues with the emotion, the aesthetics, the feelings, the symbols and the body functions; and **Marcos Ferreira Dos Santos** talks about an education of sensibility with basis on the Myth-hermeneutics. Finally, **Danis Bois** and **Didier Austry** propose a rehabilitation of the sensible body in its experiential and creative dimension that is born from a close contact with the body.

The issue also brings an interview with professor **Saturnino de la Torre** at Universidad de Barcelona in collaboration with professor **Maria Cândida Moraes**. They have created *the International Net of Ecology of Knowledge*, in which researchers from the Program of Master at UNICID have taken part.

There is also a review from the book: *Família: modos de usar*, by Rosely Sayão and Julio Groppa Aquino, which was written by professor **João Pedro da Fonseca**.

By disclosing this first issue of **Revista @ambienteeducação** we would like to thank all those people who have given us their support and have cooperated so that this project could happen.

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Editor