This text introduces comprehensively the reader to the distance teaching/learning process. With this purpose, it presents a model of the Distance Education System to be used for understanding its embedded elements: contents, instructional design, communications, interaction, learning environment, and administration.

Chapter 1 – Distance Education Basis
In this chapter, some basic ideas are introduced in relation to Distance Education, and a Distance Education proposal is presented in particular. The elements underlying a Distance Education system are analyzed in order to facilitate the analysis and assessment of Distance Education Systems.

Chapter 2 – The historical context of Distance Education
This chapter makes a revision of the history of Distance Education, presenting three stages or generations directly related to the resources applied for producing Distance Education systems.

Chapter 3 – The Distance Education Scope
Various modalities of Distance Education in U.S.A. are presented. The principal characteristics are presented in relation to the interaction and flexibility degrees, learning levels, and applied environments.

Chapter 4 – Efficiency Researches
Some researches in the fields of Distance Education are revised, specially emphasizing the Distance Education's efficiency.

Chapter 5 – Technologies and Means
In this Chapter the technologies presented more in detail are discussed. The characteristics of the different technologies and communication means are presented, as well as how they are implemented in Distance Education. Also, the most suitable communication means according to the course or program being employed are presented, and how they can be combined in order to attain the utmost efficiency.

Chapter 6 – Courses design and development
This Chapter tries to answer a series of questions directly related to the courses or Distance Education programs design and development, including the contents, the sequence and organization of contents, the most suitable environment for the materials presentation, the teaching strategies to be used, how learning is more appropriately measured, how the re-feeding received by the student is to be carried out –in order to measure him/her progress, - and which methods will be used for the creation of the materials.

Chapter 7 – Teaching and Tutoring
The different roles of the instructor in students' distance education are presented. These roles are directly related to the interaction concept, and from this, the different roles of distance teachers are discussed - as the person who presents information to students interacting with him/her.

Chapter 8 – Distance Education Students
The aspects used to understand distance students' characteristics are presented, such as the factors influencing their success, how they perceive distance learning and which expectations they have of a Distance Education program.

Chapter 9 – Administration, management and policies
In this Chapter, some characteristics related to Distance Education administration and the development of new policies protecting Distance Education at an institutional and state level are discussed. Planning, personnel involved, resources, agenda, assessment quality, etc., are particularly taken into account.

Chapter 10 – Theoretical Basis for Distance Education
Some theories that attempt at developing a theoretical frame as regards Distance Education are presented. The most *antique* of these theories is Moore's transactional distance, based in two critical concepts: structure and dialogue.

Chapter 11 – International Perspective
In this Chapter, the current state of Distance Education in different countries is presented. The idea of internationalism is introduced in Distance Education, that is, the education from one country to another.

Chapter 12 – Education's transformation
In this Chapter, some of the aspects to be solved in the future are introduced, such as restructure of education, the development of new policies, institutional changes and the involved teachers and students' roles.

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