Autores Associados Publishing House was founded 33 years ago and has published award-winning and recognized works such as *The history of pedagogical ideas in Brazil*, by Dermeval Saviani, which received the 2008 Jabuti Prize in the Education, Psychology and Psychoanalysis category, and *Garden of all*, by Carlos Rodrigues Brandão, which was granted the Highly Recommendable label by Fundação Nacional do Livro Infanto-Juvenil (FNLIJ - National Foundation of the Children and Young People Books).

It publishes titles with great academic value in the area of education and research. One of its collections, the label Armazém do Ipê, has two subsidiary labels, the collections Armazém de Bolso (Pocket Warehouse) and Acadêmico de Bolso (Pocket Academic). Both have become successful and meet the needs of a wide audience for its product quality and attractive price. In this same vein, the publisher offers the collection Formação de Professores (Teacher Education), designed to assist and contribute to the training of teachers, sharing culture in the education sector.
HIGHLIGHTS

**School and democracy**
Dermeval Saviani

A classic of the pedagogical thought in Latin America.

**Philosophy in the classroom: theory and practice for secondary education**
Lidia Maria Rodrigo

It presents teaching alternatives for secondary teachers of philosophy.

**Furundum! Songs and colors of affection towards life**
Carlos Rodrigues Brandão


**Story of a journey to delight**
Francisco Alexsandro da Silva

It recounts the adventures of Severino in his quest for the sea. The book was granted the first place of 2009 Ana Maria Machado Theatre Award.

**Mathematics education research**
Dario Fiorentini & Sergio Lorenzato

It presents the main phases of the research process in mathematics.

**Jacques Derrida: literature, politics and translation**
Marcos Siscar

It presents the work of the philosopher from the fields of literary theory, political discourse and theory of translation.

**Literature, violence and melancholy**
Jaime Ginzburg

It intends to discuss violence in literature, both in the university view and linking past/future.

**The memory of the 1970 World Cup**
Marco Antonio Santoro Salvador & Antonio Jorge Gonçalves Soares

It shows that, without scientific knowledge, the score of the 1970 World Cup would not have been the same.

**Nomad**
Carlos Orsi Martinho

Story of a group of young spaceship crew members that is launched into an unexpected adventure.

**Eyes of the world: selected and retold legends**
Edson G. Garcia; Jorge M. Marinho & Lidia I. de Carvalho

A must see trip through the world of legends, explaining what each has to do with their country of origin.

**To learn mathematics**
Sergio Lorenzato

It points to several fundamental principles of pedagogical practice, illustrated with specific examples of situations.

**Losing the fear of radioactivity: at least the fear of understanding it**
Felipe Damasio & Aline Tavares

At the end of the reading, the reader will no longer be afraid to discuss the issues of nuclear energy. The book is ideal for use in the classroom.
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Nomad

What if the world as you know it, just stopped working? Everything became weird, unpredictable? This is the situation a group of young crew members of the spaceship Nômade, find themselves in during an adventure that should have been perfectly safe – a tale elaborated to prepare them for their final destiny of their long trip through space. All of a sudden, the line between simulation and reality is broken, and what was just fun becomes something very serious. Or is it just another layer of the game? To Peleu, Helena and their friends, the answer will just show up after a journey that will force them to know their world, their ship, much more deeply than ever imagined.

Carlos Orsi

Carlos Orsi is science fiction writer and journalist specializing in science, was one of the first Brazilian journalists to write articles and reports on scientific issues especially for the Internet, beginning in 1996.
Dream, shadows and super-heroes

Luiz Bras

Sueños, sombras y superhéroes

By Luiz Bras

ISBN: 978-85-62018-08-4
1. ed. 2011
14 x 21 cm
B&W
256 p.

Target audience: Teens
Subject: JUVENILE FICTION / Fantasy / Urban

Luiz Bras is the alias of Nelson de Oliveira. He is a writer of children and youth books and writer of the literary newspaper “Rascunho”.

Dream, shadows and super-heroes

“It had been a dream, right? Awake or not, it could only have been a dream. I spent the rest of the night recapitulating everything that had happened, in the dawn I euphorically realized that there was a story, a dream of mine, hallelujah; however, the more I thought about it, the more the story changed, I’ve put a cemetery and a haunted house behind the door, then I changed it all by a ghost city inhabited by cruel spirits and walking skeletons, the story grew, got dense and stole the control of the situation. I wasn’t inventing my story anymore, the story was the one which invented itself”.

Sueños, sombras y superhéroes

“Había sido un sueño, no había? Despierto o no, sólo podía haber sido un sueño. Pasé el resto de la noche recapitulando todo lo que había sucedido, de madrugada yo percibi eufórico que tenía una historia, un sueño sólo mio, aleluya, sin embargo, cuanto más pensaba en ella, más la historia cambiaba, coloqué un cementerio y un caserón embrujado detrás de la puerta, después cambié todo eso por una ciudad fantasma habitada por espíritus crueles y esqueletos ambulantes, la historia crece, se ensombrece y roba el control de la situación. Ya no inventaba, pero mi historia, era ella que se auto-inventaba”.

Illustrations by Renato Alarcão
Carlos Rodrigues Brandão  

Furundum  

*By Carlos Rodrigues Brandão*  
5. ed. 2009  
20 x 26 cm  
Four colors  
36 p. 

Target audience: Children and Teens  
Subject: JUVENILE FICTION / Poetry/ Nature 

Carlos Rodrigues Brandão is professor at  
Unicamp (State University of Campinas) 

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Furundum  

Book for children and adults with poems about nature and life, illustrated with marvelous watercolor paintings. According to the author himself, “If everything here feels like being poetry about life and its people, plants, animals and even us, so, may you read and see with us these word poems and drawings that just want to be that: songs and colors of affection towards life”.

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Furundum  

Libro para niños y adultos con poemas sobre la naturaleza y la vida, ilustrado con bellísimas acuarelas. Según el propio autor, “Si todo aquí tiene la intención de ser poesía sobre la vida y sus gentes, plantas, animales e incluso nosotros, entonces, que ustedes lean y vean con nosotros estos poemas de palabras y dibujos que sólo quieren ser eso: canciones y colores de cariño con la vida”.

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flavioreis@autoresassociados.com.br  
www.autoresassociados.com.br
A special little fish

The book has as main character a little fish called Lélim, which lives with his mother, Mrs. Vieta, at the Precious, a superficial little reef in the Atlantic Ocean. Lélim’s different behavior and his difficulty of abiding to the laws that rule Precious are responsible by the great mockery of the other people towards him. However, his will power to learn, catches the attention of Zazul which, after observing a lot, finds out Lélim’s secret and, with the sensitivity that only the great masters posses, allows as great development of the little fish’s potential. Through Zazul and facing an unexpected event, Lélim allows his mother to discover new things, which makes her think about her life in Precious and will change the life in the reef forever.

Un pecito especial

El libro tiene como personaje principal un pescadito que se llama Lélim, que vive con su madre, Doña Vieta, en Precioso, un pequeño y superficial arrecife en el Océano Atlántico. El comportamiento diferenciado de Lélim y su dificultad en encuadrarse a las leyes que rigen Precioso son responsables por las burlas que él recibe de los demás residentes. Pero su gran voluntad en aprender despierta el interés de Zazul, después de observar mucho, descubre el secreto de Lélim y, con la sensibilidad que únicamente los grandes maestros tienen, posibilita un gran desarrollo del potencial del pescadito. Por intermedio de Zazul y frente a un inesperado acontecimiento, Lélim posibilita nuevas descubiertas a su madre, que la hacen reflexionar sobre la vida en Precioso y que cambiarán para siempre la rutina en el pequeño arrecife.
Aurora of the life

Maria Aparecida Delinghausen Motta is graduated in Philosophy by the Federal University of Santa Maria (RS) and master in History and Education Philosophy by the State University of Campinas (SP).

By Maria Aparecida Motta
1. ed. 2005
14 x 21 cm
Four colors
32 p.

Target audience: Children and Teens
Subject: JUVENILE FICTION / Nursery Rhymes

Aurora of the life

Warm bedroom, the wind tinkling in the window and, even so, the sleep of the children takes long to come...
That’s an opportunity for the parents to tell stories, read a good book and put the children in contact with the artistic world of the words and drawings.
From an old dream and a promise made to the son, a teenager by now, the writer and philosopher Maria Aparecida Motta wrote *Aurora of the Life* ("Aurora da vida") thinking exactly in these times in which parents need tools to put children in contact with poetry.
Maria Aparecida Dellinghausen Motta

Roses of time
Rosas del tiempo

By Maria Aparecida Dellinghausen Motta
1. ed. 2007
16 x 23 cm
Four colors
104 p.

Target audience: Adults
Subject: POETRY / General

Maria Aparecida Dellinghausen Motta is graduated in philosophy at University of Santa Maria, RS, Brazil

Roses of time

In this 104 page book, Maria Aparecida Dellinghausen Motta offers a rich repertoire of themes and feelings about everything that exists between two poles: life and death. Written as free verses, the author counted on the illustrations from Beth Oliveira which knew how to interpret the poems and insert her mark with another artistic modality: painting. The book’s graphic project was carefully thought through in order to make the public’s reception the best possible. We believe that the poetry is still the art, with words, that best expresses the feelings, that’s why the search for this poetic rescue now with the work of Maria Aparecida Dellinghausen Motta.

Rosas del tiempo

En este libro de 104 páginas, María Aparecida Dellinghausen Motta nos proporciona un rico repertorio de temas y de sentimientos sobre todo aquello que hay entre los dos polos: la vida y la muerte. Escritos en versos libres, la autora contó con las ilustraciones de Beth Oliveira que supo interpretar los poemas e insertar su marca con otra modalidad artística: la pintura. El proyecto editorial del libro fue cuidadosamente pensado para que la recepción del público sea la mejor posible. Creemos que la poesía aún es el arte que, con palabras, expresa mejor los sentimientos, por eso la búsqueda por ese rescate poético ahora con la obra de María Aparecida Dellinghausen Motta.
Sustainable development: what is it?

José Eli da Veiga and Lia Zatz

Desarrollo sostenible: que bicho es este?

By José Eli da Veiga and Lia Zatz


1. ed. 2008 | 14 x 21 cm | B&W | 84 p.

Target audience: Middle and High School Students


José Eli da Veiga is professor at USP (University of São Paulo, SP, Brazil)

Lia Zatz is graduated in philosophy at Paris West University Nanterre La Défense and post-graduated in political science at USP (University of São Paulo, SP, Brazil)

Sustainable development: what is it?

Sustainable development, what is that? It addresses some of the big questions in science today without big words, jargon, or that rancid tone of some textbooks which always presents a problem then gloriously to reveal the solution. In the world of science, looking for evidence, and while is not possible get a definitive answer (are there any definitive answers in science?), hypotheses are formulated. Thus, the author presents some of these hypotheses according to the vision of the “optimists” and the “pessimists”. It becomes nice, palatable and last, but not least, without proselytism.
Environmental education: nature, reason and history

In this book Marília Freitas de Campos Tozoni-Reis seeks to identify the theoretical base of the formation of future environmental educators in graduation courses. From interviews with teachers and testimonials about their experiences in the classroom, the author examines conceptions of man-nature relationship and environmental education finding, in the testimonials of these teachers, three trends to present the environmental education theme: natural, rational and historical.

Educação ambiental: natureza, razão e história

En este libro, Marília Freitas de Campos Tozoni-Reis busca identificar los fundamentos teóricos de la formación de los futuros educadores ambientales en cursos de graduación. A partir de entrevistas con profesores y declaraciones sobre sus experiencias en la sala de clase, la autora analiza concepciones de la relación hombre-naturaleza y educación ambiental, verificando en los relatos de estos profesores tres tendencias para la presentación del tema educación ambiental: natural, racional e histórica.
History of the pedagogical ideas in Brazil

The book of Dermeval Saviani, History of the pedagogical ideas in Brazil, marks the three hundredth book of Editora Autores Associados and offers the public a compendium about the history of education. Winner of the Jabuti award in 2008 in the category of Education, Psychology and Psychoanalysis, the book quickly sold out its first edition as soon as it was released.

Released to contain the main sources of study about education, Saviani says that after completing the research of over 351 references arranged in the book "it was necessary, therefore, to perform the task of organizing the data and arrange them in a text that would allow readers to form an overview of the history of Brazilian education, through teaching ideas. The text at hand is materialized in this work that I hope, will allow the incorporation of research results in the school curriculum, to be worked by teachers in classrooms", Saviani tells in the book.

The teacher may use this book as text-base and after detail each theme with the other works disposed in the bibliography making the composition of the class plan much easier.

Saviani divides the work in four parts: 1) the pedagogical ideas in Brazil between 1549 and 1759: the monopoly of the religious trends in the traditional pedagogy; 2) between 1759 and 1932: coexistence of the religious and layman trends in the traditional pedagogy; 3) between 1932 and 1969: predominance of the new pedagogy; and 4) between 1969 and 2001: configuration of the productive pedagogy conception.

The synthesis in the searched work had inspiration in other products of different areas, such as: Historia das ideias filosóficas no Brasil, a Historia das ideias estéticas no Brasil, Historia das ideias socialistas no Brasil, Historia das ideias jurídicas no Brasil, among other and from different authors.

And by pedagogic ideas, Saviani translates it as educational ideas: “Not in themselves, but as a way of incarnating the real movement of education, guiding, and more than that, constituting its own subsistence in the educational practice. Effectively, the word "pedagogy" and, more particularly, the adjective "pedagogic' has a strong methodological resonance emphasizing way of operating, of performing the educational act”, explains Saviani.

History of the pedagogical ideas in Brazil

By Dermeval Saviani

Target audience : College Students, Teachers and researches
Subject: EDUCATION / History of Brazilian Education

Dermeval Saviani is professor emeritus at Unicamp (State University of Campinas, SP, Brazil)

Historya de las ideas pedagógicas en Brasil

El libro de Dermeval Saviani, Historia de las ideas pedagógicas en Brasil, marca el tricentésimo libro de la Editora Autores Asociados y le ofrece al público un compendio sobre la historia de la educación. Ganador del premio Jabuti 2008 en la categoría de Educación, Psicología y Psicoanálisis, el libro se terminó muy rápido después de lanzada su primera edición.

Lanzado para contener las principales fuentes de estudio sobre la educación, Saviani dijo que una vez terminada la investigación sobre las más de 351 referencias bibliográficas dispuestas en el libro “se impuso, la tarea de organizar los datos y disponerlos en un texto que le permitiera, a los lectores, formar una visión de conjunto de la historia de la educación brasileña, por medio de las ideas pedagógicas. El texto en cuestión se materializa en esta obra que, espero, permite la incorporación de los resultados de la investigación en los programas escolares que serán trabajados por los profesores en las de clase”, Saviani cuenta en el libro.

El profesor puede tomar este libro como un texto base y después entrar a fondo en el tema con las demás obras disponibles en las referencias bibliográficas, facilitando la composición del plan de clase.

Saviani divide la obra en cuatro partes: 1) las ideas pedagógicas en Brasil entre 1549 y 1759: monopólio de la vertiente religiosa de la pedagogía tradicional; 2) entre 1759 y 1932: coexistencia entre las vertientes religiosa y la pedagogía tradicional; 3) entre 1932 y 1969: predominio de la nueva pedagogía; y 4) entre 1969 y 2001: configuración de la concepción de la pedagogía productivista.

La síntesis en la obra buscada tuvo como inspiración otros proyectos de áreas diversas, como: Historia das ideias filosóficas no Brasil, a Historia das ideias estéticas no Brasil, Historia das ideias socialistas no Brasil, Historia das ideias jurídicas no Brasil, entre otros y de autores diferentes. Y por ideas pedagógicas, Saviani tradujo como ideas educativas: “no en sí mismas, pero en la forma como se encarnan en el movimiento real de la educación, orientando y, más que eso, constituyendo la propia substancia de la práctica educativa. Con efecto, la palabra ‘pedagogía’ y, más específicamente, el adjetivo ‘pedagógico’ tiene marcadamente resonancia metodológica denotando el modo de operar, de realizar el acto educativo”, explica Saviani.
School and democracy

The axis around which involves the content of this book is the relations between education and democracy. If it is reasonable to suppose that democracy cannot be taught through not democratic practices, it cannot be concluded that the democracy of the internal relationships in the schools is an enough condition for preparing young students for their active participation into the democratization of society. This is not about simply choosing between authoritarian or democratic relations within the classroom, but to articulate the work developed in the schools with the process of the democratization of society. The pedagogical practice supports in a specific way, i.e., properly pedagogically, for the democratization of society the measure as it is understood how the issue of democracy towards the own nature of the pedagogical work is set. It leads to a real inequality (in the starting point) and a possible equality (in the arrival point).

Escuela y democracia

El eje alrededor del cual gira el contenido de esta obra son las relaciones entre educación y democracia. Si es razonable suponer que no se enseña democracia por medio de prácticas antidemocráticas, tampoco se debe deducir que la democracia de las relaciones internas en las escuelas sea condición suficiente de preparación de los jóvenes para su participación activa en la democratización de la sociedad. No se trata de simplemente optar entre relaciones autoritarias o democráticas dentro de la clase sino de articular el trabajo desarrollado en las escuelas con el proceso de democratización de la sociedad. La práctica pedagógica colabora de modo específico, o sea, propiamente pedagógico, para la democratización de la sociedad a medida que se comprende cómo está colocada la cuestión de la democracia en relación a la naturaleza propia del trabajo pedagógico. Este conlleva a una desigualdad real (en el punto de partida) y una igualdad posible (en el punto de llegada).
Education: from common sense to philosophical consciousness

La educación: del sentido común a la conciencia filosófica

By Dermeval Saviani

Target audience: College Students, Teachers and researches
Subject: EDUCATION/ Education and Philosophy

Dermeval Saviani is professor emeritus at Unicamp (State University of Campinas, SP, Brazil)

Education: from common sense to philosophical consciousness

To go from the common sense to the philosophical conscience it is necessary to cultivate somehow, the erudition. But the word erudition reminds a double, ambiguous meaning. On one hand, it expresses a wide and detailed knowledge, and the erudite is someone that dominates all the details of science or art he cultivates. On the other hand, it reminds a depreciatory meaning, showing a multiplicity of knowledge that do not articulate organically and critically. Considering this aspect, the erudition is opposed to culture, and is understood as a free knowledge, not connected to the ways of thinking, acting and feeling that define culture. This ambiguity is suggestively showed in the painting O erudito of Jean-Baptiste Debret. Differently from Rembrandt’s painting, reproduced on the cover, it allows us to see brightly all seriousness and soberness owned by erudition, while the meticulous work that strives to understand the particularities and the multiple relationships that characterize the object taken for analysis. That is the message that the present book aims to show the readers.

La educación: del sentido común a la conciencia filosófica

Para pasar del sentido común a la conciencia filosófica es necesario cultivar, de algún modo, la erudición. Pero la palabra erudición remite a un doble y ambiguo significado. Por un lado, expresa un saber amplio y detallado, siendo el erudito alguien que domina los pormenores de la ciencia o arte que cultiva. Por otro lado, se reporta a un sentido despreciativo, significando una multiplicidad de conocimientos que no se articulan orgánica y críticamente. Por ese aspecto la erudición se opone a la cultura, siendo entendida como un saber gratuito, desvinculado de los efectivos modos de pensar, actuar y sentir que definen la cultura. Esa ambigüedad está sugestivamente retratada en la acuarela O erudito de Jean-Baptiste Debret. Diferentemente, el cuadro de Rembrandt, reproducido en la portada, nos permite visualizar luminosamente toda la seriedad y circunspección propias de la erudición, a la vez que un trabajo meticuloso se empeña en aprender las particularidades y las múltiples relaciones que caracterizan el objeto tomado para análisis. He aquí el mensaje que el presente libro pretende pasar a los lectores.
Critical-Historical Pedagogy

By Dermeval Saviani

11. ed. 2011 | 16 x 23 cm | Two colors | 160 p.

Target audience: College Students, Teachers and researches
Subject: EDUCATION/ Historical Critical Pedagogy

Critical-Historical Pedagogy

“[...] This book constitutes the first approach to the meaning of the historic-critical pedagogy. This because the process of elaboration of this pedagogical chain is in progress, through the contribution of different scholars. For my part, I have devoted myself to a long-range research that develops with a variable rate and no deadline for its completion, through which I want to trace the path of education from its ancient origins, guided by the concept of ‘mode of production’. It is about explaining how the changing forms of production of human existence were historically generating new forms of education, which, in turn, exert influence on the transformation process of the corresponding mode of production. [...] Thus, his aim is to reveal the foundation on which the historical-critical pedagogy is founded to enable the consistent configuration of the educational system as a whole from the standpoint of this conception of education”.

Part extracted from the Presentation

Pedagogía Histórico-Crítica

“[...] Este libro constituye una primera aproximación al significado de la pedagogía histórico-crítica. Esto porque está en curso el proceso de elaboración de esta corriente pedagógica, a través de la contribución de diferentes estudiosos. Por mi parte, vengo dedicándome a una investigación de largo alcance que se desarrolla con ritmo variable y sin plazo para su conclusión, mediante la cual se pretende rastrear el recorrido de la educación desde sus orígenes remotos, teniendo como guía el concepto de ‘modo de producción’. Se trata de explicitar cómo los cambios en las formas de producción de la existencia humana fueron generando históricamente nuevas formas de educación, las cuales, a su vez, ejercen influjo sobre el proceso de transformación del modo de producción correspondiente. [...] Así se pretende revelar las bases sobre las cuales se asienta la pedagogía histórico-crítica para viabilizar la configuración consistente del sistema educativo en su conjunto del punto de vista de esa concepción educativa.”

Trecho extraído de la Presentación
Distance education
Educación a distancia

By Maria Luiza Belloni

Target audience: College Students, Teachers and researches
Subject: EDUCATION/ Distance Learning

Maria Luiza Belloni is master in sociology at the University of Paris III (Sorbonne Nouvelle), and PhD in educational sciences at the University of Paris V (Sorbonne)

Distance education

The text aims to contribute to the debate on the education crisis in the face of new social demands and on the possible contributions of distance education in order to make possible a process of open and autonomous learning from the perspective of lifelong education.

Educación a distancia

El texto pretende contribuir en el debate sobre la crisis de la educación frente a las nuevas demandas sociales y sobre las contribuciones posibles de la educación a distancia, en el sentido de permitir un proceso de aprendizaje abierto y autónomo, dentro de una perspectiva de educación a lo largo de la vida.
To educate by the research

Since this book offers an analysis about basic education and other about superior education, the book is also divided in these two axes. In the first case, we have the questioning of how the students that “learn” to copy and, in the second case; we have the reality of teachers that, with producing nothing, give it copied. In both cases, the author proposes the prevalence of research and own elaboration as a strategy of deeper learning and knowledge production. Some consistent proposals appear throughout the book, which makes it well accepted by the public, having sold over 20 thousand copies.

Educar por la investigación

Como el libro tiene un análisis sobre la educación básica y otro sobre la educación superior, el libro también está dividido en esos dos ejes. En el primer caso, tenemos el cuestionamiento de como los alumnos “aprenden” a copiar y, en el segundo caso, tenemos la realidad de profesores que, sin producir nada, copian. En ambos casos, el autor propone la prevalencia de la investigación y elaboración propia como estrategia de producción y de aprendizaje más profundo. Algunas propuestas consistentes aparecen en todo el libro, por eso es bien aceptado por el público, habiendo vendido ya más de 20 mil ejemplares.
Didactics for Critical-Historical Pedagogy

The book is an alternative of teacher-student action in which the teacher does not work for the student, but with the student. The pedagogical work proposal consists in using the dialectic method practice-theory-practice. The author divides the practice in five steps, and each one of them has the purpose of involving the student in the significant learning of the content, this way, the contents and didactic procedures are studied in the interconnection they have with the social practice of the students. The book is destined for elementary and secondary school that wish to offer their students a possibility of critically learning that scientific knowledge. Higher education teachers will find in it, a new path for their work in the formation of the competences and abilities of the future masters.

Una Didáctica para la Pedagogía Histórico-Crítica

El libro es una alternativa de acción docente-estudiante en la cual el profesor no trabaja por el alumno, pero con el alumno. La propuesta de trabajo pedagógico consiste en el uso del método dialéctico práctica-teoría-práctica. El autor divide la nueva didáctica en cinco pasos, y cada uno de ellos tiene como objetivo envolver al alumno en el aprendizaje significativo de los contenidos. De esa forma, los contenidos y los procedimientos didácticos son estudiados en la interconexión que mantienen con la práctica social de los alumnos. El libro se destina a profesores de la educación básica y media que desean ofrecer a los estudiantes una posibilidad de aprender críticamente el conocimiento científico. Profesores de educación superior encontrarán en él un nuevo camino para su trabajo en la formación de las competencias y habilidades de los futuros maestros.
Nereide Saviani

School knowing, curriculum and didactics
Saber escolar, currículo y didáctica

By Nereide Saviani
6. ed. 2010 | 16 x 23 cm | Two colors | 198 p.

Target audience : College Students, Teachers and researches
Subject: EDUCATION / Curricula and Teaching Methods

Saber escolar, currículo y didáctica
Este trabajo trata, básicamente, de cuestiones relativas a la conversión del conocimiento en saber escolar y su manifestación en la elaboración de currículos y en la constitución de las asignaturas escolares y respectivos programas, en relación a los aspectos del desarrollo del proceso pedagógico. Comprende abordajes relacionados a: sociología e ideología del currículo; historia del currículo y de las asignaturas escolares; análisis de aspectos sociológicos, lógicos, psicológicos y pedagógicos involucrados en la elaboración de propuestas curriculares. Constituyéndose en un “levantamiento” de enfoques que constan de producciones sobre currículo y didáctica, su contenido ha despertado el interés de profesores que actúan en la educación básica o superior, estudiantes de graduación y postgrado en educación, investigadores sobre la formación docente y las políticas educativas. El libro también es constantemente buscado por profesionales de la educación relacionados a la elaboración e implementación curriculares, asesoría a redes de educación y programas de formación de educadores.
Physical education, sport and diversity
Educación física, deporte y diversidad

By Marco Paulo Stigger

Target audience: College Students, Teachers and researches
Subject: EDUCATION / Physical Education / Teaching Methods

Marco Paulo Stigger is professor at UFRGS (Federal University of Rio Grande do Sul, RS, Brazil)

Physical education, sport and diversity

If is undeniable that the sport – as it is practiced nowadays – is the result of the standardization of a particular form of using the body, it is also true that is popularization brought different forms of practicing it. On one side, the sport presents a homogenous perspective that allows sport exchanges to be executed in global scale; on the other side, its democratization brought a cultural diversity regarding its ways of practicing and the senses attributed to it.

In this sense, the physical education constitutes itself as a pedagogical practice which, in the school sphere, has the role of discussing – among other contents of the called body culture – this particular way of physical activity, in its diversity.

Educación física, deporte y diversidad

Si es innegable que el deporte - como se práctica hoy – es el resultado de la estandarización de una forma particular de usar el cuerpo, también es verdad que su popularización provocó el surgimiento de diferentes formas de practicarlo. Por un lado el deporte presenta una perspectiva homogénea que permite que sean realizados intercambios deportivos en escala global; por el otro, su democratización trajo consigo una diversidad cultural en lo que se refiere a sus formas de realización y a los sentidos que le son atribuidos.

En ese sentido, la educación física viene constituyéndose como una práctica pedagógica que, en el ámbito escolar, tiene el papel de tematizar - entre otros contenidos de la denominada cultura corporal - esa forma particular de actividad física, en su diversidad.
Language, deafness and education
Linguaje, surdez y educación

By Maria Cecília Rafael de Góes
3. ed. 2002
14 x 21 cm
B&W
98 p.

Target audience: College Students, Teachers and researches
Subject: EDUCATION/ Special Education / Communicative Disorders

Maria Cecília Rafael de Góes is professor at Unimep (Methodist University of Piracicaba, SP, Brazil)

Language, deafness and education

This book discusses the linguistic-cognitive processes of deaf people that are involved in social interactions through the Brazilian Sign Language and Portuguese Language (in different levels of use capability), besides frequently participating in communication practices that are composed by sign superposition and speech. The author seeks to question the implications of such a complex experience of language to the deaf’s school life, so full of obstacles, emphasizing the conditions offered by educational projects that instrumentalize the signs but do not include the use of Brazilian sign language in educational work. The discussion referenced in the historical-cultural approach in Psychology, specially the thought of L. S. Vygotsky, focus on the role of language in the development of the deaf person and in the formation of his identity. The text is destined for both, educators and researchers working in the area of deafness, and for readers that are interests by the general questions of the social constitution of the human processes, above all, those regarding the relations between language and thought.

Linguaje, surdez y educación

En este libro se discuten procesos lingüísticos cognitivos de sordos que se envuelven en interacciones sociales a través de la lengua brasileña de señales y de la lengua portuguesa (en diferentes niveles de capacitación de uso), además de participar cotidianamente de prácticas de comunicación que se compone de superposición de señales y habla. La autora intenta problematizar las repercusiones de esa compleja experiencia de lenguaje para la vida escolar del sordo, repleta de obstáculos, enfatizando las condiciones ofrecidas por proyectos educativos que instrumentalizan las señales, pero no incluyen el uso de la lengua brasileña de señales en el trabajo pedagógico. Las discusiones, que están referenciadas en el abordaje histórico cultural en Psicología, especialmente en el pensamiento de L. S. Vygotsky, ponen en foco el papel del lenguaje en el desarrollo de la persona sorda y en la formación de su identidad. El texto se destina tanto a educadores e investigadores actuales en el área de sordera, como a lectores que se interesan por cuestiones generales de la constitución social de los procesos humanos, principalmente aquellas concernientes a las relaciones entre lenguaje y pensamiento.
Early childhood education and mathematics
Educación infantil y percepción matemática

By Sergio Lorenzato
3. ed. 2011 | 16 x 23 cm | Two colors | 202p.

Target audience: College Students, Teachers and researches
Subject: EDUCATION / Teaching Methods / Teaching Children / Mathematics

Sergio Lorenzato is post-doctored in mathematical education at Université Laval, Canada

Early childhood education and mathematics

This is a book for educator responsible for the development of math perception in a child in pre-school age. It is also useful to teachers of the initial grades, since it deals with the main aspects that compose the mathematical knowledge of the child: The spatial, numerical and measurement. Each aspect is divided in two subjects: one, which reveals the essence of its constitution and the other that aims the pedagogical action of the teacher with the child. The work is structured as the following:

profile of the pre-school child and the current conception of child education;
facilitating principles of the child’s development and the teacher’s function;
Mathematical perception: number, its functions and difficulties for its learning, child’s geometry, measurement and its interpretations, 200 didactic activities, with goals and suggestions of didactic material.

Educación infantil y percepción matemática

Este es un libro para educadores responsables por el desarrollo de la percepción matemática del niño en edad preescolar. Es, también, útil para los profesores de las primeras series de la educación básica, pues se trata de los principales aspectos que componen el conocimiento matemático del niño: el espacial, el numérico y el de medida. Cada aspecto es desvelado por dos facetas: una que revela la esencia de su constitución y otra que tiene como objetivo la acción pedagógica del profesor ante el niño. La obra está estructurada de la siguiente manera: perfil del niño preescolar y concepción actual de la educación infantil; principios facilitadores del desarrollo infantil y función del profesor; percepción matemática: número, sus funciones y dificultades para su aprendizaje, geometría del niño, medición y sus interpretaciones, 200 actividades didácticas, con objetivos y sugerencias de material didáctico.
The Laboratory of Mathematics Teaching in the teacher training

By Sergio Lorenzato
ISBN: 978-85-7496-165-1
2. ed. 2009 | 14 x 21 cm | B&W | 178 p.

Target audience: College Students, Teachers and researches

Subject: EDUCATION / Teaching Methods / Teaching Teens/Mathematics

Sergio Lorenzato is post-doctored in mathematical education at Université Laval, Canada

The Laboratory of Mathematics Teaching in the teacher training

Technologic advances have always challenges teachers to conceive new paths for education, in a analog way, different teaching and learning conceptions may originate different conceptions of Math Teaching Lab (LEM). Thus, it is unacceptable that interested educators in better understanding the function of a LEM, question themselves: What is a LEM? In which theoretical-methodological bases the actions proposals of the LEM are supported? What are its potentialities and limitations? How to build a LEM? Why all the schools should have their LEM? This book, elaborated with the purpose of answering these and lots of other questions regarding the LEM, shows the irreplaceable role that it can perform for the teaching and learning math. It also presents different conceptions and uses of the LEM, extended biography regarding the theme and more suggestions of didactic material. That’s why, this work is very important to those which already teach math and to those who will teach it.
To learn mathematics
Para aprender matemáticas

By Sergio Lorenzato

Target audience: College Students, Teachers and researches

Subject: EDUCATION / Teaching Methods / Research/Mathematics

Sergio Lorenzato is post-doctored in mathematical education at Université Laval, Canada.

To learn mathematics

This book, is directed to both Mathematics teachers and continuous training courses for Elementary and High School teachers, was born from hardship faced by teachers to make operational the basic educational principles of the pedagogical practice, such as: to take advantage of the students experiences, encourage experimentation and rediscovering, value and take advantage of the students’ errors and doubts, to teach Arithmetic, Geometry, and Calculus in an integrated manner, to respect individual differences, emphasize the students’ questions, and explore Mathematics application.

Trying to make the Mathematics learning meaningful and enjoyable, this work covers 25 educational principles whose application favors a quality education. It also presents several examples of real-life situations, of classroom-proven activities and educational resources easily reproducible by students and teachers. Its language is simple, direct, and does not require previous knowledge of Mathematics.

Para aprender matemáticas

Este libro, destinado tanto a los profesores que enseñan Matemáticas, como a los cursos de formación continuada de profesores de enseñanza básica y media, nació de las dificultades enfrentadas por los docentes para hacer operativos los principios didácticos fundamentales de la práctica pedagógica, tales como: aprovechar las vivencias de los alumnos, favorecer la experimentación y el redescubrimiento, valorizar y aprovechar los errores y las dudas de los alumnos, enseñar de forma integrada Aritmética, Geometría y Álgebra, respetar las diferencias individuales, enfatizar en los por qué(s) de los alumnos, y explorar las aplicaciones de las Matemáticas.

Intentando hacer que el aprendizaje de las Matemáticas sea significativo y agradable, esta obra aborda 25 principios educativos cuya aplicación favorece una enseñanza de calidad. Presenta además varios ejemplos de situaciones verídicas, de actividades ya experimentadas y probadas en el salón de clase y de materiales didácticos fácilmente reproducibles por alumnos y docentes. Su lenguaje es simple, directo y no necesita conocimientos previos de las Matemáticas.
Dario Fiorentini & Sergio Lorenzato

Investigation into Mathematical Education
Investigación en Educación Matemática

By Dario Fiorentini & Sergio Lorenzato
3. ed. 2009 | 14 x 21 cm | B&W | 228 p.

Target audience: College Students, Teachers and researchers
Subject: EDUCATION / Professional Development/ Mathematics

Dario Fiorentini is PhD in education at Unicamp
(State University of Campinas, SP, Brazil)

Sergio Lorenzato is post-doctored in mathematical education at Université Laval, Canada

Investigation into mathematical education

This book is aimed at beginner researchers and mathematical education researcher and teacher trainers, because both will find operational benefits to guide the introduction to research in this field. The main chapters describe and illustrate the main phases of the investigation process: the creation of the research project, the collection process and composition of the study material, the systematization and the analysis of data, and the final writing of the study.

The book also includes the appearance and the development of the mathematical education in Brazil and in the world, as well as its themed and methodological trends in research. Another highlight is the discussion the authors hold about the research evaluation and the principles and ethical cares researchers take into consideration when developing a field research.

Investigación en educación matemática

Este libro trata del surgimiento y desarrollo de esa área emergente de conocimiento en Brasil y en el mundo, y presenta algunas tendencias temáticas y metodológicas de investigación. Además de eso, describe e ilustra, con detalle y ejemplos, las distintas etapas de un proceso de investigación, que van desde la concepción del proyecto, pasan por los procedimientos y alternativas de obtención y análisis de datos y culminan en la elaboración del informe final del estudio.

Otro aporte del libro son los capítulos finales. En ellos, los autores discuten el problema de la evaluación de la investigación y algunos principios y cuidados que el investigador debe tener al realizar la investigación del campo.
Human quality

By Pedro Demo

Target audience: College Students, Teachers and researchers
Subject: EDUCATION / Philosophy & Social Aspects

Pedro Demo is professor at UnB (Federal University of Brasilia, DF, Brazil)

One of the most incisive brands of the new millennium is the valuing of people, or the “quality” of people. “Quality” means an open range of abilities and capacities, implying technical and political characteristics, last, but not least, material and environmental sensitivity. Among them we can highlight the knowledge of how to think and how to learn, to enjoy life permanently, followed by a non linear complex dynamics. While the market tries to impose its utility version of human quality, the educators need to know how to wave with other horizons that considers people as subjects, and not like objects. If life is a matter of opportunity, the greatest opportunity is to know how to make it.

Calidad humana

Una de las marcas más incisivas del nuevo milenio es la valorización de las personas, o de la “calidad” de las personas. “Calidad” significa un abanico abierto de habilidades y capacidades, implicando características técnicas y políticas, y, no por último, sensibilidad ambiental y espiritual. Entre ellas sobresale saber pensar y saber aprender, para disfrutar la vida permanentemente, acompañando su dinámica compleja no lineal. Mientras que el mercado intenta imponer su versión utilitaria de calidad humana, educadores necesitan saber señalar otros horizontes que toman a las personas como sujetos, no como objeto. Si la vida es cuestión de oportunidad, la mayor oportunidad es saber hacerla.
Rich or poor: a question of education
Rico o pobre: una cuestión de educación

By Giovana L. C. Santos & César S. Santos
ISBN: 978-85-62019-03-6
1. ed. 2009 | 12 x 18 cm | Two colors | 145 p.

Target audience: General
Subject: BUSINESS & ECONOMICS / Personal Finance / General

César Sátiro dos Santos is master in chemistry at Sherbrooke University, Canada

Giovana Lavínia da Cunha Santos is master in mathematics education at Unesp, Bauru, Brazil

Rich or poor: a question of education
Este libro trata de forma muy sencilla y didáctica el tema inversión financiera. Muestra los “milagros” que los intereses compuestos son capaces de hacer: en las deudas, pueden arruinar el trabajo de toda una vida; en el ahorro, aliados al tiempo y a los aportes constantes de nuevas inversiones mensuales, pueden significar una pequeña o gran fortuna, dependiendo de la tasa de interés y del periodo de inversión. Además, aporta nociones sobre la economía doméstica, ahorro, inversiones, principios básicos de matemática financiera, con y sin uso de HP12C, trayendo fórmulas básicas y útiles para la toma de decisiones de compra e inversiones.