



## CONTRIBUTIONS OF BUSINESS PEDAGOGY AS A SPHERE OF EDUCATIONAL ACTION: BETWEEN KNOWLEDGE AND PRACTICES

Contributos Da Pedagogia Empresarial Como Esfera De Ação Educativa: Entre Saberes E Práticas

### RESUMO

O principal objetivo da pesquisa foi investigar, por meio de revisão bibliográfica, aspectos considerados relevantes acerca das possibilidades de práticas educativas realizadas em espaços não escolares, pondo em relevo as especificidades do trabalho pedagógico no ambiente empresarial. Importa considerar, também, que foram levantados apontamentos no sentido de caracterizar a atual diversificação da ação do pedagogo na sociedade, considerando-se, sobretudo, a ampliação do conceito de educação, enfocando o trabalho desse especialista na esfera empresarial, ressaltando, ainda, o ambiente organizacional como um campo de atuação possível para esse profissional da educação na contemporaneidade. Buscou-se o referencial teórico de autores como Chiavenato e Libâneo, entre outros pesquisadores.

#### **Adriano Rosa da Silva**

Master in Social History from the Fluminense Federal University (UFF). Master's student in Education at the University of Lisbon (ULisboa). Degree in Pedagogy from the Federal University of the State of Rio de Janeiro (UNIRIO). MBA in School Management from the University of São Paulo (USP).

**PALAVRAS-CHAVES:** Pedagogia; Educação não Formal; Empresa.



## ABSTRACT

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**\*Corresponding author:****Adriano Rosa da Silva***adriano.uff@hotmail.com*

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The main objective of the research was to investigate, through a bibliographical review, aspects considered relevant regarding the possibilities of educational practices carried out in non-school spaces, highlighting the specificities of pedagogical work in the business environment. It is also important to consider that notes were raised in order to characterize the current diversification of the pedagogue's action in society, considering, above all, the expansion of the concept of education, focusing on the work of this specialist in the business sphere, also highlighting the organizational environment as a possible field of action for this education professional in contemporary times. The theoretical framework was sought from authors such as Chiavenato and Libâneo, among other researchers.

**KEYWORDS:** Pedagogy; Non-Formal Education; Company.

## INTRODUCTION

This study seeks to investigate how theoretical knowledge about education in out-of-school contexts can help us understand the work of the pedagogue in the company. Therefore, in line with this research question, a literature review was carried out on the subject, so that the study relied on the theoretical contribution of scholars in the field to answer the proposed question.



In fact, this study may contribute to understanding the work of education professionals in non-formal educational spaces, with an emphasis on the corporate area, as well as to the systematization of a scientific study, of continuous and permanent reflection, which problematizes this dynamic of the learning process in the organizational context, related to pedagogical work in the business environment, that is, in non-school educational contexts.

Given the above, the field of business pedagogy is explained as a sphere of out-of-school educational action, conceiving the company as an educational space, in the sense of understanding the diversification of pedagogical action, with a view to enabling the construction of learning in the organizational context.

## **MATERIAL AND METHODS**

This study adopted a qualitative approach through bibliographical research, with the aim of critically analyzing the contributions of business pedagogy as a sphere of educational activity in non-school contexts. The selection of theoretical material was based on renowned authors in the field of education and administration, such as Chiavenato, Libâneo, Saviani and Cadinha, among others, whose works provide a basis for understanding the pedagogue's role in the organizational environment. The analysis was based on an interpretative and reflective reading of the selected texts, allowing for the identification of central categories related to human formation in the business space, the broadening of the concept of education and pedagogical practices in the corporate context.

## **RESULTS AND DISCUSSION**

### **BUSINESS PEDAGOGY AND THE PROCESS OF HUMAN FORMATION**

It is important to consider, according to Libâneo (2010), that the various educational processes are the object of study of Pedagogy. Therefore, given that there are many educational practices, in many places and under various modalities, there are, consequently, various pedagogies, family pedagogy, union pedagogy, media pedagogy, business pedagogy, etc., and also school pedagogy (p. 31). As Aranha (2006, p. 31) states, "the pedagogical act can be defined as a systematic activity of interaction between social beings, aimed at provoking effective changes in them".

From this angle, according to Arroyo (2003), for both school and non-school pedagogy,



the first issue will be the recovery of the agents of educational action, childhood, adolescence, youth and adulthood and, above all, the recovery of the complex and tense processes in which they are immersed for their survival and affirmation as humans, as collectives (p. 34). In this respect, Zarifian (2001, p. 11) points out that the concept of competence is important "because it sheds light on the relationship between strategy, functions and people's competences".

In this vein, according to Libâneo (2010), these considerations aim to demonstrate that there is a peculiar educational problem, a field of investigation specific to Pedagogy and which no other field of knowledge deals with (p. 31). In this respect, business pedagogy works directly with interpersonal, through team interaction and the particular relationship of each individual, mediating employee motivation, with the aim of achieving their personal and professional satisfaction.

In order to characterize pedagogical action in the business context as a field of non-formal educational action, Cadinha (2008) asserts that business pedagogy, as a science linked to the development of meaningful learning, contributes to companies developing their great "diamonds", i.e. the human being, in all its aspects, both intellectual (knowledge and skills) and social and affective (attitudes), hence the importance of conceiving the human being as a global subject, who develops in different dimensions (p. 30).

In view of this, the function of Business Pedagogy is, in a way, to develop and work on the cognitive, affective and social dimensions of those who work in the company. From this angle, by training their employees, companies ensure that they have a good professional to carry out their job, while also aiming to maintain good quality for the company. From this point of view, the human development, in all aspects, of those who work in this organizational environment is a *sine qua non* for the success of a company, and is an extremely important factor.

According to Zarifian (2001, p. 9), "work is no longer just the set of tasks descriptively associated with the position, but becomes the direct extension of the competence that the individual mobilizes in the face of an increasingly changing and complex professional situation". In this respect, according to Saviani (2011), "the pursuit of quality implies the exacerbation of competition between workers who are personally committed to the goal of achieving the maximum level of efficiency and productivity for the company" (p. 440).

In this sense, this contribution is relevant, as Chiavenato (2000) points out that our modern, industrialized society is characterized by being a society made up of organizations. In



view of this, we can see that modern man spends most of his time inside these organizations, on which he depends to be born, to live, to learn, to work, to earn his salary, to cure his illnesses, to obtain all the products and services he needs, etc. (p. 43). In this line of understanding, as highlighted by this author, it is interesting to note that we are living through a very specific phase, called globalization, which has repercussions for various social contexts, including the organizational one.

As we live in a globalized world, there is undoubtedly a demand in the job market for people who are increasingly prepared and specialized, so companies are always looking to improve the intellectual capital of their employees, making education a differential. In fact, we live in the information age and what we are looking for today is a profile of a professional who is increasingly capable, proactive, up-to-date and entrepreneurial. In this vein,

The globalization phase - the phase after 1980, fraught with challenges, difficulties, threats, coercions, contingencies, restrictions and all sorts of adversities for companies. This is the phase in which the external environment is characterized by a complexity and mutability that companies are unable to decipher and interpret properly. Companies are therefore uncertain about what is happening around them and, above all, uncertain about what might happen in the near or distant future. At this stage, companies struggle with fierce competition, difficulty in understanding the reactions of the market and the actions of competitors. Tradition and the past are things that have gone and will not solve today's problems. In other words, the traditional way of managing and doing things as they have always been done in the past will not deliver the right results (CHIAVENATO, 2000, p. 06).

In view of the above, according to Almeida (2006), it is essential for companies to have a business educator on their team, as education is very important in the restructuring of the world of work, in the productive space, above all because of the implications in times of globalization. It is therefore necessary for education professionals with solid theoretical and methodological foundations to effectively take on a role within organizations.

To this extent, Junqueira and Tavares (2009) point out that education and professional training are very important for today's organizations, and in order for learning to take place in companies, a space must be made available for the education of their employees, a strategic training space (p. 64). In this respect, the business educator is responsible for the development of the professionals who work in the organization, with the aim of changing both people's behaviour and actions, paying attention to the social context of each individual, valuing quality of life and fostering the personal and professional development of each person, facilitating the teaching-learning process in organizations.

In view of this, Cadinha (2008) points out that the individual is subject to the learning





process anywhere, not just literate, academic learning, but also socio-cultural learning passed down from generation to generation. It is important to consider, as Chiavenato (2000) points out, that the world is becoming even smaller due to the incredible increase in international communications and business, but it is also becoming increasingly complex and changeable. This complexity and changeability brings with it something new: the uncertainty and unpredictability of what will happen (p. 06).

From this perspective, it is worth highlighting the importance of the pedagogue's role, as an education professional, in these different spaces. Indeed, the role of education in this context of change has to do with a model of rationalization of production processes. In this way, education leads these new professionals in line with the demands of the increasingly competitive job market. In this way, these new professionals are required to have skills such as customer orientation, results orientation, clear and objective communication, flexibility and adaptability, creativity and productivity, a spirit of leadership, initiative and proactivity, continuous learning, among other skills.

Pedagogy focuses on human beings and sees in people the possibility of transforming society as well. In his role of preparing individuals for life, the pedagogue has broadened his vision of education and has moved closer to the human being, in the most diverse social contexts, wherever human capital is present. Knowledge is indispensable in the world of work, so the pedagogue's presence in the company is of fundamental importance; because in order to grow, the company depends on the quality of its employees, and if the capital is well prepared, the institution will increase its productivity (JUNQUEIRA and TAVARES, 2009, p. 64).

From this perspective, when addressing the relevance of pedagogical knowledge for the company, according to Saviani (2011), "consummating the process of adopting the business model in the organization and operation of schools, companies themselves are increasingly becoming educational agencies", configuring a new pedagogical current, "corporate pedagogy", which is spreading mainly in higher education (p. 440). In view of this, we realize that the educational process goes beyond the formal school space and spreads into other social spaces, so, in line with Cadinha's studies (2008, p. 18), "the process of educating a subject takes place throughout their life, be it formal, informal and/or non-formal, valuing their psycho-intellectual and socio-cultural development".

Given the above, business pedagogy is a science that deals with the human development of professionals, so the business pedagogue must seek to leverage the potential of individuals working in professional areas, in different work contexts. As Aranha (2006, p. 31) points out, "to educate is to lead from one state to another, to modify in a certain direction what is



susceptible to education". In addition, this professional seeks to organize the knowledge developed within the company in a clear, objective and dynamic way.

### **IS IT POSSIBLE TO USE THE COMPANY AS AN EDUCATIONAL SPACE?**

It should be emphasized, according to Chiavenato (2000), that companies are one of the most complex social institutions that human creativity and ingenuity have built over the course of history. In this way, today's companies are different from yesterday's and will probably be even more different tomorrow and in the distant future. In view of this, no two companies are alike, because the main characteristic of companies is their enormous diversity, so companies can take on different sizes and organizational structures (p. 42).

In this context, considering that the company is essentially an educational space, structured as an association of people around an activity with specific objectives and, therefore, also a learning space, it is up to pedagogy to look for strategies and methodologies that guarantee better learning and appropriation of information and knowledge. As Saviani (2011) rightly points out, the reorganization of the production process has led to a commitment to introduce the "pedagogy of competences" or "pedagogy of learning to learn" in companies, adjusting individuals as workers and citizens (p. 438).

Therefore, for Junqueira and Tavares (2009), the company is undoubtedly an educational space, because involved in learning processes, workers experience the idea that they are progressing, that they have not stopped in time, they feel valued and at the same time challenged by the company, workers are able to give their opinion with the aim of improving production processes (p. 64). From this perspective, the business educator is a professional with knowledge of different sciences, such as economics, philosophy, sociology and psychology, in order to analyze and verify the real needs of a workplace, and it is up to this professional to design and implement projects aimed at knowledge and improving techniques.

As such, it has the function of advising, coordinating, facilitating and supporting the projects established by the company. In this respect, we can think of the relevance of corporate education in our society, such as that which takes place in the business context.

Corporate Education has emerged as an ally for establishing partnerships between universities and institutes. At a more advanced stage, the Corporate University will accompany all the phases of education, identifying the company's current and future



needs, and designing courses until they are put into practice, being able to train not only internal staff, but also customers, suppliers and the community where it is based (JUNQUEIRA and TAVARES, 2009, p. 63).

Along these lines, according to Chiavenato (2000), there are companies from the most diverse branches of activity using different technologies to produce goods or services of the most varied types, which are sold and distributed in different ways to the most diverse types of markets, in order to be used by the most diverse consumers (p. 42). According to Chiavenato (2000), globalization has taken on such proportions because humanity has entered the information age. By connecting and disconnecting in networks, organizations have become more comprehensive, involving all types of services provided and the people who operate within them.

However, the growth of each organization will be the result of its ability to create appropriate situations for the future, transforming this vision into reality, developing and managing the strategic and necessary resources. Furthermore, companies operate in different environments, suffering the most varied coercions and contingencies, which change over time and space, reacting to them with different strategies and behaviors, achieving extremely different results. All of this means that companies, in addition to their enormous variety, are incredibly complex, because as well as being different from each other, they face a variety of impacts and influences (p. 42). Indeed,

the real world of knowledge management is a world of budgets, deadlines, office politics and organizational leadership. Large organizations have learned to generate knowledge, changing employees was often not working, now they have decided to invest in their human capital. This is how the proposal for a learning-oriented organization came about; planning, which used to be strategic, became organizational learning (JUNQUEIRA and TAVARES, 2009, p. 63).

According to Chiavenato (2000, p. 04) "although organized and directed work has always existed in human history, the history of companies began very recently". In this way, Chiavenato (2000) points out that organizations arise from the need for cooperation between people, so that any organization is made up of individuals who interact with each other, through reciprocal relationships, to achieve common goals (p. 43). In addition, this author points out that the enormous variety and density of organizations in today's world can be explained, for example, by the fact that the organization is the most efficient means of satisfying a large number of human needs (p. 43).

In short, today's organizations seek to stimulate the expansion of everyone's knowledge





in a democratic and participatory way. In this way, the role of the pedagogue is to provide an environment of learning and continuous development for people. As Zarifian (2001) states, "at work, the structure is not the same as at school. The worker is involved by much more severe implications of their actions than when doing the school exercise" (p. 184).

As a result, we can see that pedagogy is helping to improve relationships in this phase of reorganizing the organizational environment and managing people, bearing in mind that school is not the only place where education takes place, and that education also takes place where there are no schools.

## **PEDAGOGY AND PEDAGOGUES IN THE BUSINESS CONTEXT**

Taking Junqueira and Tavares' (2009) contribution as a starting point, with regard to the inclusion of Pedagogy and Pedagogues in the organizational environment, it is worth noting that improving quality of life is the main consequence of implementing learning processes in companies and institutions. To this extent, the corporate pedagogue aims to value employees and thus increase productivity. This professional usually works alongside the Human Resources department, qualifying the work of the team, making the didactic-pedagogical link with the company's goals and objectives (p. 64).

Thus, one of the pedagogue's interventions in the out-of-school context is in the area of Human Resources, where they will develop group dynamics, team-building games and other actions, with the aim of having the healthiest possible interpersonal relationships at work. In this context, the business educator is involved in helping to develop the skills and abilities of each individual, so that each professional knows how to deal with various demands, with uncertainties, with various cultures at the same time, leading to positive results in a market where competition generates more competition.

In this way, the goal of the pedagogue in the organizational context will be to ease relationship conflicts where people can express their anxieties and afflictions, exchange information and even establish a moment of relaxation and interaction. *It's worth emphasizing that interpersonal relationships in the group are just as important, if not more so, than individual qualifications for operational and technical-professional tasks.*

*From this point of view, if the members relate to each other in a harmonious way, with sympathy and affection, the chances of collaboration increase greatly, team spirit can be achieved and productive results are increased.* Information technology changes are changing



the landscape of organizations at a frenetic pace. They are increasingly looking for professionals who are specialized and trained in leading teams, in working with people, who are organized not around what they do, but on the basis of what they are or believe in.

In this scenario, according to Junqueira and Tavares (2009), the pedagogue has been gaining prominence within companies due to the human training that sets him apart and gives him the support to deal with different types of people, mediating the relationship between the administrative and the operational within organizations (p. 65). From this perspective, for Cadinha (2008), the pedagogue is a scholar of the educational actions that take place in all the social, cultural and intellectual lives of the subject inserted in a society in which they contribute to its development (p. 20).

Based on this understanding, it is up to this professional to articulate and manage knowledge with educational actions, specific to the job market, reconciling the interests of the employer and the employee, as the pedagogue's basic principle, regardless of their place of work, is to be in a place where the teaching-learning relationship is established. This opens up a new field of action for educators, which is no longer limited to schools, but extends to companies. Educational practices do not only take place in formal educational spaces such as schools.

In this respect, according to Junqueira and Tavares (2009), the role of the business educator raises the company's level of quality by working on strategic issues such as knowledge management, human behaviour in organizations, organizational culture, quality and productivity process management, training, interpersonal relations at work and other areas common to human beings (pp. 64-65). According to Arroyo (1997), the pedagogue who carries out activities aimed at professional guidance, although not provided for in any specific legislation, is the pedagogue of work.

It's worth noting that the business educator has emerged as a specialized professional who works to enable this development in organizations. With the aim of adjusting to failures, thinking strategically, having human relations skills, in order to learn, train and delegate tasks, these characteristics are some of those required of professionals in the globalized market, and the pedagogue will direct the employee towards the task that best suits them in order to make the most of their qualities.

It is important to note, according to Junqueira and Tavares (2009), that the proposal to share knowledge changes the logic of vertical power, since management centered on a single



person at the top of the organization has become unfeasible. In this way, the participatory management model is adopted by many companies. The proposal corresponds to a set of principles and processes that advocate and allow the regular and significant involvement of workers in defining goals and objectives, solving problems, the decision-making process, access to information and control of execution (p. 64).

In short, the Pedagogue's role will be to structure and restructure the productive work in a given area, so that when the organization is seen by someone from outside that environment, that person has the perception of a different reality from the current one, and when worked on in a combined and joint way, the result will be a totally different production, with new discoveries and interpretations between employees and machinery.

Similarly, according to Chiavenato (2000), another way in which the business educator can develop his work in the organization is through training, which is very qualitative for working with people management, focusing on developing the possibility of individuals learning, and the entire process in which it is carried out must therefore be observed. It aims to develop people's competence and, as a result, organizational performance. It is therefore one of the most important people management processes.

At this point, training is designed to provide talents with the knowledge and skills they need for their current positions. With this, training is the main strategy for the structure developed by the organization. Therefore, when training is adopted, it is expected that there will be, among other results, an increase in productivity, changes in behaviour, an improvement in the organizational climate and a reduction in costs.

In order to understand the diversification of pedagogical actions carried out in society today, Quirino's (2005) contribution is relevant, as he explains that scientific-technological development and its effects on the world of work and social relations imply a new cultural construction and consequent changes in labor processes. In the current context, workers' intellectual capacities and their knowledge have come to the fore and acquired value as a new and main fact of production.

It should be noted that organizations are established by people and depend on them to achieve their objectives and meet their goals. To this extent, the business educator acts as a mediator to help the process between people and the organization. Through the work of the business educator, there is the possibility of individually improving the potential and training of each worker, without losing sight of the fact that they are part of a structured, humanized



work process.

In this context, we can see how important educational practices are for organizations, as Chiavenato (2000) points out that organizations make it possible to expand people's skills. Through organizations, people can do things more efficiently than if they were working alone (p. 43).

This understanding is relevant, because according to Chiavenato (2000), people have come to mean the great competitive differential that maintains and promotes organizational success, and have become the basic competence of the organization, its main competitive advantage in a globalized, unstable and changing world. In this way, it is interesting to note that the competences of a pedagogue within the business context are articulated in five fields, according to Pascoal (2007).

Pedagogical, technical, social, bureaucratic and administrative activities, by conceiving, planning, developing and administering activities related to education in the company; diagnosing the institutional reality; drawing up and developing projects, also seeking knowledge in other professional areas; coordinating the in-service updating of the company's professionals; advising the company with regard to understanding current pedagogical issues (PASCOAL, 2007, p. 190).

From this point of view, according to Chiavenato (2000), organizations provide the means for people to enjoy the experience of others, allowing the knowledge produced to be accumulated and stored for effective communication to other members (p. 43). This shows how knowledge management relates to these issues related to the reality of the company. According to Boldrin (2000), a business educator is someone whose focus is on teaching-learning processes within organizations of any segment or size, in the public or private sector, taking care of the educational nature of actions linked to the growth of workers in companies.

It's worth noting that the business educator, through their work, can promote characteristics such as team spirit, emotional and cognitive autonomy and creativity among the employees they work with. It's worth pointing out that all of these characteristics are fundamental for a worker to be able to do their job well, resulting in customer satisfaction.

In fact, this understanding is significant for thinking about the role of the pedagogue and the practical possibilities for professional work outside of school, because, according to Almeida (2006), the business pedagogue has mastery of knowledge, techniques and practices which, added to the experience of professionals from other areas, are important tools for working in people management (p. 07).



By way of illustration, training and education programs foster change, enabling better results with a better quality of life, and employees are expected to change in aspects such as creativity, dynamism, flexibility and proactivity. From this angle, in order to summarize everything that has been said, it is worth highlighting the concept of the role of each professional, especially the pedagogue, in the business context, as Chiavenato (2000) well characterizes.

A role is a set of activities or behaviors required of a job holder. (...) The company can be understood as a system of overlapping roles, each made up of people performing activities and developing role expectations of other people. Thus, companies can only function when people have to fulfill specific roles and activities required of them when they occupy their corresponding positions. To do this, people need to be recruited, selected according to the requirements of the job, trained to perform it properly according to the requirements, supervised, evaluated and controlled (CHIAVENATO, 2000, p. 262).

## CONCLUSION

It is worth noting that the central question of this work is related to the study of the contributions of business pedagogy as a field of professional activity for pedagogues in non-school contexts. In view of this, the possibilities of working spaces for educators who take on new roles are expanding, due to the need for companies to maintain their competitiveness in the market.

In this way, the business educator collaborates not only in the processes of training employees on the job, developing new skills in their work, in a way that is appropriate to the language and demands of the clientele, but also in the evaluation *continuum* that diagnoses new needs in each context and the means to meet them more quickly. According to Zarifian (2001, p. 10), "this complexity of situations makes the unforeseen more and more everyday and routine".

In the light of Perrenoud (2013, p. 80), it should be emphasized that the idea that learning takes place through activity is not a new one, which highlights and praises human action in the act of learning, something that takes place throughout life. Therefore, given the changes that have taken place in an increasingly competitive organizational environment, it is essential that companies also look for new strategies to train their human resources.



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