

SHORT CV

ANA PAULA DA SILVEIRA SIMÕES PEDRO
UNIVERSITY OF AVEIRO
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1. Identification

Name: Ana Paula da Silveira Simões Pedro
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2. Education and academic qualification

-1992-1997: PHD in Educational Sciences, Philosophy of Education. University of Aveiro. (Portugal)

-1987-1991: Master in Epistemology and Theory of knowledge. Portuguese Catholic University. Braga.

-1982-1986: Degree in Philosophy. Portuguese Catholic University. Braga.

-2000: **Assistant Professor**. Department of Educational Sciences of the University of Aveiro, from 1997 to 2002.

- 1991-1992: **Assistant**. Department of Educational Sciences of the University of Aveiro, from December of 1992 to July of 1997.

3. Academic positions and relevant scientific

(2015 -). Coordinator of History and Theory of Education PHD Education Program.

(2019). Member of the Assessment Panel scholarships for PhD and post-doctorate from the Portuguese Foundation for Science and Technology (FCT).

(2013-2015). Member of the Assessment Panel scholarships for PhD and post-doctorate from the Portuguese Foundation for Science and Technology (FCT).

(2016-2017). Member of the Assessment Panel scholarships for PhD and post-doctorate from the Azores Foundation for Science and Technology.

(2015-). Member of the International Scientific Research Program (HARE).

(2013-2015). Member of the Assessment Panel scholarships for PhD and post-doctorate from the Portuguese Foundation for Science and Technology (FCT).

(2013-2015). Member of the Board of Ethics and Professional Ethics at the University of Aveiro.

(2010-). Member of the Research Centre Mind Language and Action Group (MLAG – FLUP). University of Oporto.

(2014 -). Member of the Research Centre Languages and Cultures at the University of Aveiro;

(2008-2014) - Vice Principal of the master course in Educational Sciences (2nd cycle) at the University of Aveiro. (2007-2013) Member of the Jury of the contest of access to higher education to new audiences over the age of 23 Years (1st cycle psychology), University of Aveiro.

(2005-2006) Member of the Scientific Committee, masters of science in Education in the area specialization of Personal and Social Training, University of Aveiro.

(2004) Founding member the Editorial Committee of the Bulletin de HFCT (history of philosophy of science and technology), University of Aveiro.

-By invitation of the scientific committees of various national and international congresses became a member of the Scientific Commission;

Books

(Most relevant)

1. **Pedro, A.** (2022). *Ética animal: antropomorfismo, ceticismo e moralidade animal*. Porto Alegre, RS: Editora Fi. (Animal ethics: anthropomorphism, skepticism and animal morality)
2. **Pedro, A.** (2022). *Ética na investigação em educação: contributos da filosofia para (um)a formação ética dos investigadores em educação*. Porto Alegre, RS: Editora Fi. (Ethics in research in education: contributions of philosophy to the ethical training of researchers in education.)
3. **Pedro, A.** (2015). *Ethics and Education*. Minerva. Aveiro. 619pp. ISBN: 978-989-20-604
4. **Pedro, A.** (2015). *Representations, Identities and Practices of Teachers' Teachers*. Minerva. Aveiro. 131 pp. ISBN: 978-989-20-6041-5 3.
5. **Pedro, A.** (2013). *The importance of the mind and the communication factor in the structuring of reality*. A rehearsal from Gregory Bateson's perspective. Minerva. Aveiro. 257 pp. ISBN: 978-989-20-4007-3
6. Pardal, L., Gonçalves, M., Martins, A., Neto-Mendes, A. & **Pedro, A.** (2011). *Teaching work: representations and construction of professional identity*. Universidade de Aveiro. Aveiro ISBN:978-989-97-392-4-6
7. **Pedro, A.** (2002). *Paths of education in values in Portugal - influences and perspectives*. Calouste Gulbenkian Foundation. FCT. Lisbon. 330pp. ISBN: 972-31-0949-2
8. **Pedro, A.**; Peter, H. (Coord). (2002). *Violence at school. Train to intervene, intervene to prevent*. Eds Project NOVA RES. Collection of nonviolence. University of Aveiro. Aveiro. 3rd VOLS. ISBN: 972-789-075-X
9. Tavares, J; Pereira, A.; **Pedro, A.**; Sá, H. (org.) (1999). *Investigar e Formar em Educação*. Ed. FCG. IIE.FCT. Lisboa. 1º Vol. 223-238. ISBN: 972-96834-6-8
10. Tavares, J.; Brandão, A; Sousa, L.; **Pedro, A.**; Portugal, G.; Pereira, A. (eds). (1996). *A criança e o adolescente com dificuldades educativas especiais. Que escola para a sua autonomia e integração?* Universidade de Aveiro. Aveiro. ISBN: 9728021151

BOOK CHAPTERS

(Most relevant)

1. **Pedro, A.** (2022). A educação e os inimigos da democracia. In Josemar Figueiredo Araújo (org). *Direitos Humanos Sob Conhecimento e Desconstrução*. São Paulo: Editorial Paco. (Education and the enemies of democracy. In Josemar Figueiredo Araújo (org). Human Rights Under Knowledge and Deconstruction)
2. **Pedro, A.** (2021). *A virtude ensina-se ou aprende-se?* Medeiros (2021). Emanuel Oliveira (Coordenador). *Pensar e Intervir em Educação e Cultura: Conceções, Contextos e Dinâmicas*. Lisboa: Edições MIL. (Is virtue taught or learned? Medeiros (2021). Emanuel Oliveira (Coordinator). Thinking and Intervening in Education and Culture: Conceptions, Contexts and Dynamics. Lisbon: MIL Editions.)

3. **Pedro, A.** (2021). Axiologia – origem e percurso do séc XIX ao séc XX Medeiros (2021). Emanuel Oliveira (Coordenador). *Pensar e Intervir em Educação e Cultura: Conceções, Contextos e Dinâmicas*. Lisboa: Edições MIL. (Axiologia – origem e percurso do séc XIX ao séc XX Medeiros (2021). Emanuel Oliveira (Coordenador). *Pensar e Intervir em Educação e Cultura: Conceções, Contextos e Dinâmicas*. Lisboa: Edições MIL.)
4. **Pedro, A.** (2021). A Proposal for a Teacher Training Curriculum on School Violence and Violence in Schools. *Modern Perspectives in Language, Literature and Education*, Vol. 9, 134-149. <https://doi.org/10.9734/bpi/mplle/v9/11356D>.
5. **Pedro, A.** (2019). Influence, desire and want in the pedagogical relationship - characteristics of an ethical approach. Medeiros, E. (org). *Education, curriculum and culture. Problems of the philosophy of education*. 99-106. Piaget Eds. Lisbon. ISBN:978-989-759-118-1
6. **Pedro, A.,** Simões, R., Melo, S. (2007). "We are not so different": from the representations of the Other to the representations of practices with the Other. The case of two teachers in an immigrant association. Bizarre, R. (Org). *Me and the Other. Multidisciplinary studies on Identity(s), Diversity(s) and Multicultural Practices*. 137-151. Areal Eds. harbor. ISBN 978-972-627-973-0.
7. **Pedro, A.,** Simões, R., Melo, S. (2007). The importance of immigrant associations as structuring spaces of citizenship. Toldy, T.; Ramos, C.; Major, P.; Lira, S. (Eds). *Citizenships. Discourses and Practices*. 293-318. Eds University Fernando Pessoa. harbor. ISBN: 978-972-8830-98-4
8. Nascimento, A., Marques, L., **Pedro, A.** (2004). Representations of teachers of Earth sciences and life and ethical thinking in education: continuities and ruptures. Costa, J. Andrade, A. Neto-Mendes, Costa, N. (org). *Curricular management-research pathcourses*. 191-206. University of Aveiro. Aveiro. ISBN: 972-789-128-4.
9. **Pedro, A.;** Peter, H. (2002). The representations of the students about situations of violence in the school context. *Prevention strategies*. Peter, A.; Peter, H. (Coord). *Violence at school. Train to intervene, intervene to prevent*. 7-22. Eds Project NOVA RES. Artifics collection of nonviolence. University of Aveiro. Aveiro. ISBN: 972-789-075-X
10. Menin, M.; Guimarães, C.; Seidmann, S.; Thomé, S.; **Pedro, A.;** Sparrow, L.; Menezes, J.; Santana, E. (2012). Representations of future teachers about the learning of their students: a comparative perspective between Argentina, Brazil and Portugal. Clarilza Prado Sousa; Lucia Pintor Santiso Villas Bôas; Romilda Teodora Ens (Org). *Social Representations. Educational policies, social justice and teaching work*. 233-270. Curitiba: Ed. Champagnat University. Pucpr. Carlos Chagas Foundation. ISBN: 978-85-7292-271-5
11. **Pedro, A.,** Conceição, M. (2011). Social representations of the graduates of the EFA courses on Digital Citizenship. Guimarães, C., Reis, P., Akkari, A.; Gomes, A. (orgs.) *Training and teaching profession*. 282-303. UNESP. Junqueira and Marin Ed. Brazil. ISBN: 978-85-86305-95-5.
12. Pires, L., **Pedro, A.** (2010). Values and Social Representations of university-study project. Natário, M., Gama, J. (eds). *The school of Braga and the humanistic formation. Tradition and Innovation*. 409-421. UCP. Braga. ISBN: 978-989-677-031-0.
13. Martins, A., **Pedro, A.,** Gonçalves, M., Pardal, L., Neto-Mendes, A. (2009). Change and social representations about teacher education. Clarilza Sousa, Luís Pardal, Lúcia Villas Bôas (orgs). *Social representations about teaching work*. 291-304. University of Aveiro. Aveiro. ISBN: 978-972-789-292-1.
14. **Pedro, A.,** Simões, R., Melo, S. (2007). "We are not so different": from the representations of the Other to the representations of practices with the Other. The case of two teachers in an immigrant association. Bizarre, R. (Org). *Me and the Other. Multidisciplinary studies on Identity(s), Diversity(s) and Multicultural Practices*. 137-151. Areal Eds. harbor. ISBN 978-972-627-973-0.

15. **Pedro, A.**, Simões, R., Melo, S. (2007). The importance of immigrant associations as structuring spaces of citizenship. Toldy, T.; Ramos, C.; Major, P.; Lira, S. (Eds). *Citizenships. Discourses and Practices*. 293-318. Eds University Fernando Pessoa. harbor. ISBN: 978-972-8830-98-4
16. Nascimento, A., Marques, L., **Pedro, A.** (2004). Representations of teachers of Earth sciences and life and ethical thinking in education: continuities and ruptures. Costa, J. Andrade, A. Neto-Mendes, Costa, N. (org). *Curricular management-research pathcourses*. 191-206. University of Aveiro. Aveiro. ISBN: 972-789-128-4.

Articles in national and international journals indexed with scientific peer review

(Most relevant)

1. **Pedro, A.** Axiology and Ethics, morals, values: confusions and ambiguities around a common concept. *Kriterion* vol. 55 No. 130, pp. 1-14, Belo Horizonte 2014 Dec.
2. **Pedro, A.** (2014). Ethics as conatus of Espinosa, *Notebooks of Espinosa*, Sao Paulo, n. 29, p. 26-36.
3. **Pedro, A.** (2013). A question of responsibility (environmental ethics). *Educere et Educare*; Vol. 8, At 15 (2013): Dossier of Education field; 223-238.
4. **Pedro, A.** & Pires, I. (2013). Measurement of the value tolerance vs. Discrimination among university students in Portugal. *Est. Endorsement. Educ.*, São Paulo, v. 24, n. 56, p. 186-219, Sept./dez. 2013
5. **Pedro, A.** (2013). Ethics, morals, axiology and values: confusions and ambiguities around a common concept. *Kriterion Magazine*. Federal University of Minas Gerais. Faculty of philosophy and Humanities.
6. **Pedro, A.** (2012). School Violence and Violence in School - a proposal for a Teacher Training Curriculum. *The Journal of Education*. Vol.2, No.4, July 2012, Pp. 73-83. p-ISSN: 2162-9463 e-ISSN: 2162-8467, doi: 10.5923/j.edu.20120204.04. Available at: <http://article.sapub.org/10.5923.j.edu.20120204.04.html#>).
7. **Pedro, A.** (2012). Ethics and quality of life: the right of the elderly to die with dignity and its educational implications. *Revista Nuances: estudos sobre Educação*. Vol.22, Nº 23, Pp.171-186. ISSN (impresso): 1413-9855. ISSN (Eletrônico): 2236-0441.
8. **Pedro, A.** (2012). -Ethics and free will. *Magazine Nuances: studies on Education*. Vol.23, Nº 24, ISSN (impresso): 1413-9855. ISSN (Eletrônico): 2236-0441. Pp. 79-92. Available at: <http://revista.fct.unesp.br/index.php/Nuances>
9. **Pedro, A.** (2011). The question of reason and responsibility and the problem of irrationality in moral action. *Foundation-research journal in philosophy*. Ed. research group in contemporary philosophy of the course of Philosophy at the Federal University of Ouro Preto (Brazil) (UFOP). ISSN: 2177-6563. Available at: <http://www.revistafundamento.ufop.br/>
10. **Pedro, A.** & Costa, J. (2012). Ethics and research methodology in education with children and young people: a literature review. *5th International Meeting Brazilian society of Comparative Education. Evaluating school performance: international dimensions*. Belém do Pará- Brasil. 9, 10 e 11 de Maio 2012.s/p. ISBN: 978-85-63287-12-0
11. **Pedro, A.** & Conceição, M. (2011). Representations on Digital Citizenship: the case of EFA courses. *Revista de Ética Prima Facie*. Nº7. Ano IV. 7-26. ISSN: 1647-1210. Available at: <http://www.eticus.com/ijva/index.php?menu=3&doc=21>)
12. **Pedro, A.**, Pereira, C. (2010). School participation: students ' representations of the 3rd cycle of Aveiro (Portugal). *Education and research*. Journal of the Faculty of education. USP. Vol.36. Nº3. 747-762. ISSN:1517-9702. Available at: http://www.scielo.br/scielo.php?pid=S151797022010000300007&script=sci_arttext.
13. **Pedro, A.** (2010). What challenges for the teacher while being ethical, today? *International Colloquium AFIRSE/PERFECT-Deontology, ethics and values in education – Utopia and Reality*. 18 a 20 de Fevereiro de 2010. Faculdade de Psicologia e Ciências da Educação. Universidade Nova de Lisboa. s/p. CDrom.

14. Nogueira, F., Moreira, A., **Pedro, A.** (2010). Challenges of civic education in Portuguese basic schools. *International Journal of Intercultural Information Management*. Vol. 2. Nº2. 117–131. doi: 10.1504/IJIM.2010.035298. ISSN: 1750-0028. Available at: <http://inderscience.metapress.com/content/b47483114w137751/>.
15. Nogueira, F., Moreira A., **Pedro, A.** (2010). The integration of ICT as a teaching and learning strategy for Civic Education. P. Cunningham & N. Fretwell (eds.) *Twelfth Annual CiCe Network Conference: Lifelong Learning and Active Citizenship*. London: CiCe. 455-464. ISBN 978-1-907675-01-0.
16. Pereira, C. & **Pedro, A.** (2009). School, citizenship and training of Ethical Subjects. The challenges of student participation. *Journal of University studies. Science and Controversy*. Vol. 35. Nº2.101-120. ISSN: 0102-6437. Available at: <http://periodicos.uniso.br/index.php/reu/issue/view/40/showToc>.
17. **Pedro, A.** (2007). Ethics, nature and culture: between determinism and freedom? *International Congress. The Unity of knowledge*. 17, 19 May. Large auditorium of the University of Évora. University of Évora.

PROJECTS

PI 1 - Projeto DEMED - Democracy under Threat: How Education can Save it (DEMED)

Principal Investigator: Professor Anja Neundorf

Host Institution: University of Glasgow Project

duration: June 2020-May 2025

ERC Consolidator Grant 2019/HORIZON 2020

Participação/Ana Pedro: country expert for the DEMED project

PI 2 - Projeto Politeknik - Extensão do Direito Humano à Educação (Dusseldorf), (2020)

[Projeto – Politeknik Português \(politeknik-portugues.org\)](http://Projeto-Politeknik-Portugues.org)

Participação/Ana Pedro: membro; country expert for the *Politeknik* Project

PI 3 - Scientific consultant of the international project "Evaluating values in school children and their teachers: proposed construction of a scale" (Brazil/Foundation Carlos Chagas);

PI 4 - *Agency Action and Racioanality*. MLAG/FLUP-Institute of philosophy, University of Porto and in the draft *The Bounds of Judgement (Task 4-Judging Morally)*, -Frege, *cognitive agents and Human Thinkers* (FCT, 80000 euro);

3. *The Bounds of Judgment - from Frege to cognitive agents and human thinkers* (PTDC/FIL-FIL/109882/2009) (2011-2013).

PI 5 - FORMATION ET ACCOMPAGNEMENT DU DEVELOPPEMENT DES INSTITUIONS EDUCATIVES DES SYSTEMES EUROPEENS (FADIESE);

PI 6 - NOVAS RES (1999-1577INOPROJECT) European Project;

PI 7 - **Images** of languages in intercultural communication: contributions to the development of multilingual competence (pociti/ced/45494/2002);

PI 8 -. Projeto itinerâncias: memórias, imagens, *transfers* (2018-);

PI 9 - Social representations on teaching work (brazil, portugal and argentina);

PI 10. *Eduethics* - ética na investigação educacional - ptdc/mhc-ced/4766/2012

PEER REVIEWER AND EDITORIAL MEMBER AND IN CHIEF OF SEVERAL SCIENTIFIC INTERNATIONAL AND NATIONAL JOURNALS SINCE 2002 UP TO TODAY.

Specialization Keywords: Philosophy; Ethics; Ethics in educational research and social sciences research; Ethics and Psychology; Ethics and Science; Ethics and Health Sciences; Ethics in Education; Philosophy of Education; Democracy and Education; Values Education; Philosophy and animal ethics; Violence and Bullying in Education; Citizenship Education; the philosophical problem of Consciousness; Consciousness, free will and moral responsibility.