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***Abstract***

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The abstract should not exceed 1500 characters (spaces included). The font should be Georgia, size 9.5, italics, single-spaced, justified, 6 pts. after paragraph.

Keywords: between 3 and 5.

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The manuscript should not exceed 35000 characters with spaces (abstract, text, bibliography, and attachments). The margins should follow this model.

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**Captions of images, graphs, tables or charts**

Images and graphs: numbered and captioned in Georgia, 9.5, normal, centred, single-spaced, before paragraph 6 pts. and 18 pts. after paragraph

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Examples:

Jonassen, D. (2007). *Computadores, Ferramentas Cognitivas: Desenvolver o pensamento crítico nas escolas*. Porto: Porto Editora.

Chapman, O. (2003). Facilitating peer interactions in learning mathematics: Teachers’ practical knowledge. In M. J. Høines & A. B. Fuglestad (Eds.), Proc. *28th Conf. of the Int. Group for the Psychology of Mathematics Education* (Vol. 2, pp. 191-198). Bergen, Norway: PME.

McDonough, A., & Clarke, D. (2002). Describing the practice of effective teachers of mathematics in the early years. In N. A. Pateman, B. J. Doherty, & J. Zilliox (Eds.), *Proc. 27th Conf. of the Int. Group for the Psychology of Mathematics Education* (Vol. 3, pp. 261-268). Honolulu, USA: PME.

Ball, D. L. (1990). Prospective elementary and secondary teachers’ understanding of division. *Journal for Research in Mathematics Education*, 21(2), 132-144.

Wu, C.-C., & Lee, G. C. (2004). Use of computer-mediated communication in a teaching practicum course. *International Journal of Science and Mathematics Education*, 2(4), 511-528.

Rodrigues, E. F. (2001). *Formação de Professores para a utilização das TIC no Ensino: Definição de Competências e Metodologias de Formação*.

Accessed on 10.10.2002 at

<http://www.educ.fc.ul.pt/recentes/mpfip/comunica.htm>.

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