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For the researchers in technologies of/in Nursing, the following work was released 'Care-educational Technologies: A possibility for the empowerment of the nurse?' The initial interest for the elaboration of the book emerged from three organizers: Elisabeta Albertina Nietsche, doctor, nurse and professor of the Universidade Federal de Santa Maria, RS, Brazil; Elizabeth Teixeira, doctor, nurse and professor of the Universidade do Estado do Pará, Brazil; Horácio Pires Medeiros, nurse and master´s degree student of the Universidade Federal do Pará, Brazil. Besides these, there was the participation of other nurse authors and one food engineer.

The book was organized into two parts: Historical and Conceptual Basis with six chapters and Care-Educational Technologies in Multiple Contexts with five chapters, with a total of 11 chapters.

Chapter 1, *History of the Technology and its Evolution in the Assistance and in the Context of Nursing Care,* the authors aimed at sensitizing the health professionals and students as to the crossing between technologies and the nursing care with emphasis in the Brazilian reality. The concept of technique and technology is made explicit as well as the historical evolution of technology and its relation with nursing through the rescue of the main historical aspects of the profession.

Production and Application of Technologies in the Health Systems, chapter 2, reflects on the integrality and the complexity of care. In a general way, the origin and the relevance of the technologies are important, divided into two themes: product technology and process technology. The authors aroused the necessity to show the place of the technologies and the universe of nursing, so that new professional behavior can be implemented as well as the participation of nursing in the integrality of attention.

In the following session, *Technologies in the Literature of Nursing: From recognition to Development,* the author made a critical and reflexive analysis on the literature of nursing and the care-educational technologies, its use in the daily practices and the need to widen the development of these technologies with emphasis in the sensitive and ethical care. Three types of technologies were mentioned and explained: hard, light-hard and light.

In *Empowerment of Nursing and Use of Care technologies*, it is possible to perceive reflections on the applicability of the technologies in therapeutic care in order to provide conditions for empowerment and in the autonomy in the mediating relations of care.

Technologies of Nursing: Some proposals of Classifications/Categorizations, they provide models able to help the action of care of the nurses with themselves and with the others. *Methodological referentials for the validation of care-educational technologies,* chapter 6, presents educational technologies concept and trajectory of the methodological study for the validation of these technologies.

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The seventh topic, *Technologies of/in Nursing in the care of life and health of the elderly client/user/patient,* present gerontological nursing and the development and application of two technologies represented by live work in action. One of them reaches the situation of chronicity and family members/caregivers of the elderly, applied in a health post or hospital service. The other technology approaches an intervention with autonomous elderly, lacking actions of promotion of healthy aging. Both of them are configured as technologies of group action, with interdisciplinary character, where the participation of students of scientific initiation and post-graduation students was promoted.

Socio-educational Technology of hospital nursing was presented in chapter 8, pointing out an educational technology for health, through the group of hospitalized elderly and caregivers. Configured as a multi-professional and interdisciplinary group, the technology is based in the support-education system of Orem, articulated to the principles of Freire´s education. The title *Educational- participative technology with group of diabetic patients* was presented in chapter 9 and shows the report of experiences on the educational participative work through the activity of the group for diabetic patients in a health unit. It expresses the experience of classes-walks to promote the autonomy of the participants opening of new fields for research and integration through the strengthening of the affective link.

The penultimate chapter, *Educational technologies for visually impaired people,* describes this impairment and presents its world and national contexts. It explains the verbal and non-verbal communication, which support the education in health of this population. Experiences of development of assistive technologies were reported by professors and post-graduation students. Finally, the last chapter called Educational *Technology for Kangaroo Families under Neonatal Intensive Therapy: Crossings between Texts and Images,* indicates steps of validation of printed technology. The report mentions the questioning of the mothers and the fathers on the environment, care with the newborn, importance of the kangaroo method and care after hospital discharge and the pursuit of texts and images evaluated by specialists.

The book approaches a relevant and contemporaneous theme, in a didactic way with language easy to understand. Furthermore, it provides the reflection on the empowerment of the nurse through the technologies which occurs through the harmonious relation among the theory, the practice and the ethics of the nurse, which are observed through the development and use of such technologies from graduation to post graduations and fields of professional acting. Thus, it is possible to perceive that the development of care-educational technologies is pertinent in different contexts, it makes reflexive practice possible, which makes care effective and efficient. Therefore, the recommendation of this work is reiterated for students of graduation and posts graduation courses and professionals not only nursing professionals, but those who are interested on this theme.

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Carvalho AT and Oliveira MG contributed for the conception, writing and final approval of the version to be published.