Innovating in Education in Brazil: From ‘ICTs in Education’ to mobile learning

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sample

5 BRAZILIAN REGIONS
12 DEPARTMENTS OF EDUCATION (6 municipals and 6 state departments)
24 VISITED SCHOOLS
93 INTERVIEWS (Decision-makers in Federal, State and Municipal levels, pedagogical coordinators, technology coordinators, companies and NGOs representatives)
11 FOCUS GROUPS (Teachers)
Fieldwork from June to September, 2014

<table>
<thead>
<tr>
<th>Region</th>
<th>State</th>
<th>Capital</th>
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<tbody>
<tr>
<td>North</td>
<td>Amazonas</td>
<td>Manaus</td>
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<tr>
<td>Central-West</td>
<td>Goiás</td>
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<td>Northeast</td>
<td>Bahia</td>
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<td>Southeast</td>
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<td>Rio de Janeiro</td>
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<td>South</td>
<td>Paraná</td>
<td>Curitiba</td>
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“In face of something new, do not discard the old just because it is old and do not accept the new just because it is new. Accept them insofar as they are valid”

(Paulo Freire, Educação e Mudança, 1979)
Innovative actions (I)
Restrict experiences
Low institucionalization
Dependent on the sinergy of certain actors
Tangible Results
Authorship
Teacher’s protagonism

Trailblazer teacher

Pro-UCA (SME-Goiânia)
Games programming (SME-SP)
Robotics (SME-Curitiba)
Innovative actions (II)

Policy formulation by the cabinet in conjunction with pedagogical team, IT team, and others

Planning

Management for implementation

Human and financial resources

Partnerships

Scale (not always)

Curadoria de materiais online (SME-RJ e SEE-SP)

Formação de professores Assessoria Pedagógica in-loco (SEDUC-RJ)

Rede Local para acesso off-line (Seduc- BA)

Escola NAVE (Seduc- RJ)
Current Scenario

Emergence → Application → Integration → Transformation

- Infrastructure
- Digital Content
- Human Resources
- Politics
Historic of ICTs for Education Policies in Brazil

1st Generation
From 1980s-1990s

Schools Computerization (desktops)

- 84% of the urban public schools have computer labs (2014)

2nd Generation
From 2000s

“ICTs in Education”: pedagogical use focus

- 2% of the teachers’ time in classroom is used with ICTs (World Bank, 2014)

3rd Generation
From 2010s

Teachers and students computerization (mobile technologies)

- All high school teachers were listed to receive tablets

Principal resultado:
A necessary step ➔ Innovation!

**Process focus**
- Computerized schools
- Equipped teachers and students
- Teachers using the devices

**Results focus**
- Students’ performance improvement
M&A Focus

Areas to be addressed for monitoring and evaluation plans with a focus on students
The concept of Mobile Learning

Promotion of learning at any time or place through using mobile technologies appropriated by the subject of the action.

To make it possible, within the context of formal education, necessitates: the availability of infrastructure, digital content, and adequately trained human resource, in combination with policies that emphasize the guided use of ICTs in schools.
The place of ICTs in the mobile learning scenario

ICTs are understood not as a mean for learning but as an integral part of it.

Digital technologies do not become invisible, leaving current practices unaltered, nor take the spotlight, in a manner that undermines the importance of pedagogical practices.

Digital technologies become a change factor in the teaching-learning processes.

The full development of mobile learning policies is achieved with the technological appropriation educators, students and thus the school environment.
A Sala Precisa
Digital Content

Management

Infrastructure

Diversity

Teacher training

Attention to the differences

consistent approach consistent with what is expected

Planning

learning focus
Obrigada!

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