IDIOMA: INGLÊS

Área 3

*Obrigatório

1. ÁREA *

Marcar apenas uma oval.

◯ 3-CIÊNCIAS HUMANAS, CIÊNCIAS SOCIAIS APLICADAS

2. NOME DO CANDIDATO *

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3. NÚMERO DA INSCRIÇÃO *

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4. NÚMERO DO CPF *

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Leia o texto e responda as questões a seguir em Português. Todas as questões dever ser respondidas de acordo com o texto. As respostas digitadas neste formulário eletrônico constituirão o ÚNICO documento válido para correção da prova.

Advent of Google means we must rethink our approach to education

Sat 15 Jun 2013 21.00 BST

Would a person with good handwriting, spelling and grammar and instant recall of multiplication tables be considered a better candidate for a job than, say, one who knows how to configure a peer-to-peer network of devices, set up an organisation-wide Google calendar and find out where the most reliable sources of venture capital are, I wonder? The former set of skills are taught in schools, the latter are not.

We have a romantic attachment to skills from the past. Longhand multiplication of numbers using paper and pencil is considered a worthy intellectual achievement. Using a mobile phone to multiply is not. But to the people who invented it, longhand multiplication was just a convenient technology. I don't think they attached any other emotions to it. We do, and it is still taught as a celebration of the human intellect. The algorithms that make Google possible are not taught to children. Instead, they are told: "Google is full of junk."

In school examinations, learners must reproduce facts from memory, solve problems using their minds and paper alone. They must not talk to anyone or look at anyone else's work. They must not use any educational resources, certainly not the internet. When they complete their schooling and start a job, they are told to solve problems in groups, through meetings, using every resource they can think of. They are rewarded for solving problems this way – for not using the methods they were taught in school.

Any standard room in a Holiday Inn is better than the best facilities in an emperor's room in the 15th century. Air conditioning, hot and cold running water, toilets that flush, TV and the internet. The middle-class lives better today than any emperor ever did. Going back to horse-drawn vehicles is not the solution to our traffic problems and pollution. Beating children into submission will not solve the problem of educational disengagement.

If examinations challenge learners to solve problems the way they are solved in real life today, the educational system will change for ever. It is a small policy change that is required. If we did that to exams, the curriculum would have to be different. We would not need to emphasise facts or figures or dates. The curriculum would have to become questions that have strange and interesting answers. "Where did language come from?", "Why were the pyramids built?", "Is life on Earth sustainable?", "What is the purpose of theatre?" Questions that engage learners in a world of unknowns. Questions that will occupy their minds through their waking hours and sometimes their dreams.

Teaching in an environment where the internet and discussion are allowed in exams would be different. The ability to find things out quickly and accurately would become the predominant skill. The ability to discriminate between alternatives, then put facts together to solve problems would be critical. AThat's a skill that future employers would admire immensely.

We don't need to improve schools. We need to reinvent them for our times, our requirements and our future. We don't need efficient clerks to fuel an administrative machine that is no longer needed. Machines will do that for us. We need people who can think divergently, across outdated "disciplines", connecting ideas across the entire mass of humanity. We need people who can think like children.

Sugata Mitra is professor of educational technology at Newcastle University, and the winner of the $1m TED Prize 2013. He devised the Hole in the Wall experiment, where a computer was embedded in a wall in a slum in Delhi for children to use freely. He aimed to prove young people could be taught computers easily without formal training.

Adaptado de: https://www.theguardian.com/education/2013/jun/15/schools-teaching-curriculum-education-google (para fins educacionais)

5.   QUESTÃO 01- Considerando-se o exemplo de uma candidatura para uma vaga *
     de trabalho, que conjunto de habilidades não é ensinado na escola?

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6.   QUESTÃO 2 - O que é dito às crianças sobre o Google e o que não se ensina *
     sobre ele para esse público?

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7.   QUESTÃO 3 - Qual a grande controvérsia entre os métodos que são ensinados *
     aos aprendizes nas escolas e o início da carreira profissional deles?

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8.   QUESTÃO 4 - Quais mudanças poderiam ser observadas nos currículos se os *
     exames desafiassem os aprendizes a resolver problemas da vida real e quais
     seriam os impactos dessas mudanças na vida dos alunos?

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9.   QUESTÃO 5 - Quem é Sugata Mitra, o que ele venceu e o que ele provou? *

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Este conteúdo não foi criado nem aprovado pelo Google.

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