



Professors Martin Carnoy and Rachel Lotan and Visiting Scholar Paula Louzano developing the Programa de Especialização Docente (PED) to be announced in Brazil in October.

Lemann Center Review

October 2016

A monthly selection of current articles, papers, ideas, projects, news, and social events that are inspiring those at the Lemann Center and in the Stanford University community to engage in improving education in Brazil and in the United States.

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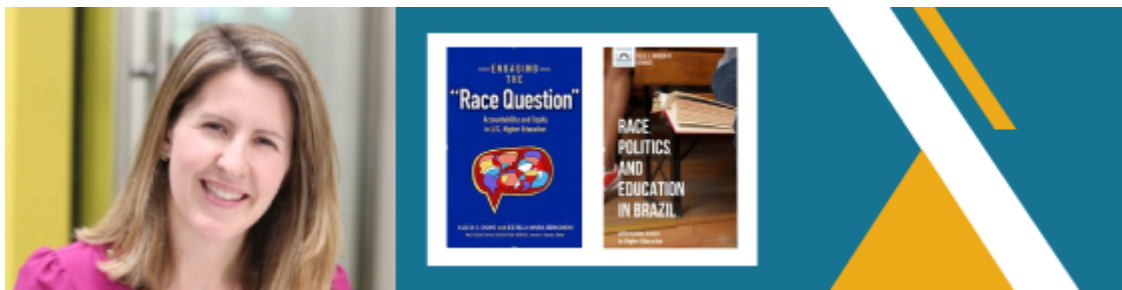
News

- [High School Reform in Brazil](#). "The main principle guiding the high school reform project should be to provide equal opportunities of access to higher education and to high status careers to all young Brazilians, regardless of social class". Professor [Paulo Blikstein](#) reviews the high

school reform discussion in Brazil in a op-ed published by VEJA, one of the main weekly Brazilian magazines.



- [Race, affirmative action, and higher education: Brazil and the United States: Two book reviews](#) by Post-doc [Rebecca Tarlau](#) is published on the Education Review // Reseñas Educativas, a multi-lingual journal of book reviews. She writes: Both Brazil and the United States have long histories of slavery, racism, and discrimination. In the United States, slavery formally ended in 1865; however, segregation and discrimination against Black populations continued throughout the 20th century through Jim Crow laws, the “one-drop rule,” de jure segregation, de facto segregation, and institutionalized racism. In Brazil, currently the country with the largest Afro-descendent population outside of Nigeria, slavery only ended in 1888. The racialization of the Brazilian population was also starkly different than the United States, as racial discrimination was denied for decades through the myth of “racial democracy,” promoted by Gilberto Freyre (1933), who argued that racial distinction in Brazil was being erased through miscegenation. Nonetheless, while light-skinned Brazilians embraced the idea of a “racial democracy,” Afro-Brazilians faced acute discrimination in the labor market, housing, and through general social and economic exclusion (Telles, 2004). In the educational sphere, in both Brazil and the United States, these histories of racial discrimination have produced huge gaps in educational access and achievement between white and non-white populations. In higher education, these disparities have been even more extreme. However, the past 15 years has shown a sudden divergence in the politics of race and higher education in these two countries, with affirmative action in the United States increasingly challenged, while in Brazil the federal government has succeed in implementing the most expansive affirmative action policies in the world.



- In [Principles and methods to guide education for purpose: a Brazilian experience](#) published on the [Journal of Teacher Education](#), Visiting Scholar [Ulisses Araújo](#) presents his experience in Brazil training teachers to educate for "social purpose." Understanding that purpose is a value to be constructed through real-world and contextualized experiences, the authors discuss some psychological processes that underlie purpose development. Then the authors show how these processes are used in a purpose development programme they have conducted for in-service and pre-service teachers over the past six years. Using innovative pedagogies, such as Problem-Based Learning, Project- Based Learning, and Design Thinking, the authors describe the steps that teachers have to follow in project development, examples of the results accomplished with this kind of programme, and research findings that are being conducted to analyze the principles and results of this approach for training teachers in how to educate youth for purpose.



- Professor [Rachel Lotan](#) and Visiting Scholar [Paula Louzano](#) traveled to Brazil to announce the first phase of the PED Brasil project: New ways of preparing teachers in Brasil. The Programa de Especialização Docente (PED Brasil) is a graduate program in Mathematics education being developed by the Lemann Center and will be implemented in 7 higher education institutions and 2 state governments in Brazil in 2017. The goals of the program are (1) to design and implement the underlying principles of powerful teacher education in Brazil (2) to build capacity in Brazilian higher education institutions and governments to prepare and develop highly-qualified teachers (3) to introduce research-based

pedagogy for learning and teaching mathematics. [Read more](#) about the PED Brasil Project.



Education in the Media



Na Mídia

Folha de São Paulo - [Reforma não resolve problemas que desembocam no ensino médio](#)

Uma das principais bandeiras do governo Michel Temer (PMDB), a pode melhorar um pouco a situação de quem está na última etapa da educação básica. Não resolve, porém, os deficits educacionais que despontam no ensino médio. (9/22/16)

Agência Senado: [Cristovam Buarque defende 'debate cuidadoso' na reforma do ensino médio](#)

O senador Cristovam Buarque (PPS-DF) chamou atenção para a medida provisória de reforma do ensino médio, lembrando que a modernização do currículo escolar é importante mas requer um debate cuidadoso. Ele considera positiva a possibilidade de os alunos poderem montar seu currículo, através da escolha de disciplinas optativas. (9/28/16)

Nova Escola: [Portaria começa a desvendar mistério sobre o Novo Ensino Médio. Tempo dedicado a disciplinas e articulação com a Base Nacional são alguns dos temas esmiuçados pelo MEC](#)

Publicada nesta terça-feira (11), a Portaria 1.145 começa a esclarecer algumas das muitas dúvidas deixadas pela Medida Provisória (MP) 746 do Novo Ensino Médio. (10/11/16)

Revista da Educação: [Flexibilização do ensino médio ganha força com nova equipe ministerial](#)

O Ministro da Educação, Mendonça Filho, defendeu a flexibilização do currículo do ensino médio, ressaltando a valorização do “espírito federativo”. A fala foi feita durante seminário do Instituto Unibanco sobre a educação pública realizado nesta quinta-feira (15). Segundo o ministro, as regionalidades e a diversidade brasileira devem ser valorizadas. (9/15/16)



Inside Higher ED: [Rethinking the Discourses of Higher Education](#)

[Innovation](#) Anyone who reads the vast, rapidly expanding literature on innovation in higher education will be struck by the pervasiveness of certain discourses and tropes. Three stand out. The Discourse of Crisis. The Discourse of Disruption. The Discourse of Techno-Transformation. (10/1/16)

Inside Higher ED: [America's Immigrant Laureates. All six U.S.-based Nobel Prize winners so far this year hail from outside the U.S., with five of the six coming from the U.K.](#)

Of the six winners of Nobel Prizes affiliated with American universities so far this year, all are foreign born. Five were born in the United Kingdom, and the sixth was born in Finland -- a fact that prompted one policy wonk to tweet with tongue in cheek, "Damn immigrants taking Nobel Prizes away from Americans," adding a smiley-face emoticon. (10/11/16)

NJ Advance Media: [Princeton professor celebrates Nobel Prize win by returning to the classroom](#)

Princeton University Professor F. Duncan Haldane in Princeton's Jadwin Hall Tuesday morning taught his first class after winning the Nobel Prize in physics: "Electromagnetism: Principles and Problem Solving." As Haldane entered the room, his students erupted in applause and cheers. (10/4/16)

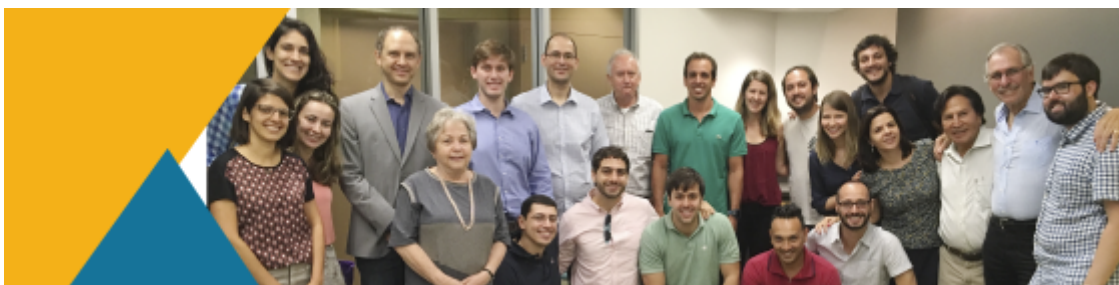
Upcoming Events

and social development. Professor Carnoy's contributions offer a dialectical reading of the Brazilian educational environment. They challenge the reader to leave the theoretical comfort zone and plunge into the concrete reality that requires more effort and more action of professionals working in schools and in the universities that form these professionals. Based on a comparative study he conducted about mathematics teaching in Brazil, Chile and Cuba, Professor Carnoy advocates more Brazilian state control both in the teacher training process and in the school's implementation of the content to be taught . He agrees that the standard idea in education is to give autonomy to teachers to be more creative, both in schools and in the universities. However, Carnoy argues that autonomy only really works when teachers are properly prepared, parents participate and they demand school quality and the directors are able to coordinate all of these dynamics. For Carnoy, it is necessary to recognize that there are limits in the educational environment in Brazil for the exercise of genuine autonomy. Read the full interview in [Um Brasil](#) and learn more about this idea of control in education. Also, find out what Professor Carnoy thinks about free higher education and on the issue of meritocracy in the teacher valorization policies.

Social Happenings



[Professor Carnoy](#) launching "Topics on Brazilian Education" with the first seminar of the quarter.



Edtech 2016 group and [Lemann Foundation](#) visiting from Brazil. Collaboration with aspiring entrepreneurs.



Students and faculty at the Lemann Center's first meeting of the academic year.



Welcome Party 2016-17: Exchanging ideas & stories.



Welcome Party 2016-17: Enjoying Brazilian snacks



Welcome Party 2016-17 for the new academic year.

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