

### Rebecca Tarlau

"It is necessary to move beyond the economic determinism to explore the transformative potential of education."

In a special edition article, "Thomas Piketty's Relevance for Education," published by the British Journal of Sociology of Education, July 2016.

## Lemann Center Review

September 2016

A monthly selection of the 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 US.

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## News

- Lemann Center Fellow, [Lucas Longo](#) has just received his Master's degree from the Learning, Design, and Technology (LDT) program offered by the Graduate School of Education (GSE). He wanted to stay in the US to gain more experience in EdTech and was able to secure a job at Lynda.com as a Senior Content Producer, Technology. He will be working

with the course authors to help them throughout the course content creation process in term of pedagogy, online media requirements, video presence, and quality. [Lynda.com](https://www.lynda.com) was one of the pioneers in online education and was recently purchased by [LinkedIn](https://www.linkedin.com). Congrats, Lucas!

- [Bob Verhine](#), a Visiting Scholar from Federal University of Bahia, after serving at Stanford for the past six months, left in early August. Below, a snapshot of his last moments at Stanford, with Professor [David Plank](#). See you in Brazil!



- “Um Brasil, Análises e Discussões Sobre um Povo Em Busca De Uma Identidade,” a Columbia University publication series released a special edition with the [interviews from the Lemann Dialogues 2015](#) held in New York City. In the chapter “Não Se Pode Deixar As Universidades Ditarem Como Preparar Professores,” Professor [Martin Carnoy](#) discusses the teacher training and the development of Common Core in Brazil.

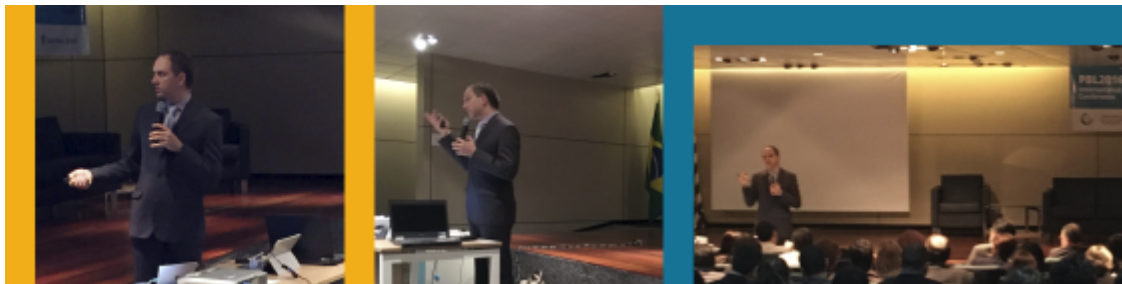


- [Rebecca Tarlau](#), a postdoctoral scholar, published a special edition [article](#) in the British Journal of Education and Sociology. In her article about Thomas Piketty's book, “Capital in the Twenty-First Century,” she states, “It is necessary to move beyond the economic determinism in Piketty's arguments, to explore the transformative potential of education as a consciousness raising process, the agency of communities, the production process, and alternative solutions to inequality.”
- Professor [David Plank](#), in an [article](#) for the Sacramento Bee, evaluates the California education system and explains why "Single Score is a misleading way to Judge California Schools." Calculating a single performance index is a bad way to evaluate both students and cooks, and

it is also a bad way to evaluate schools. "The federal government should allow California and other states to design accountability systems that give parents full and accurate information about the performance of their schools."



- Professor [Paulo Blikstein](#) presented at both the first [FabLearn Brazil](#) and the ninth [Problem-Based Learning International conferences](#); both events were held in Sao Paulo, Brazil. At the PBL2016, organized by the Pan-American Network of Problem-Based Learning (PANPBL), the University of São Paulo (USP), the Virtual University of São Paulo, and the State Technology Educational Center Paula Souza, Professor Blikstein delivered the keynote speech, "**A New Frontier for Problem and Project Based Learning: The Maker Movement**," in which he discussed the possibilities for utilizing technology and the [maker movement](#) to explore and produce new knowledge. He also addressed these developments as constituting a special opportunity to improve the quality of education worldwide.



- Associate Professor [Eric Bettinger](#) was featured in [Insights by Stanford Business](#). "At a time when cost sensitive universities and even national labor experts are examining the role that graduate student instructors play in higher education, Stanford Graduate School of Education professor Eric Bettinger has released a study that may help decision makers better measure their true value. The bottom line, according to Bettinger, is that everyone involved benefits from an educational system that uses grad students as instructors: the undergraduates, the student teachers, and the institutions. 'The benefits are at least as great as the costs,' he says."



## Education in the Media



Na Mídia

### **El País - [Uma plataforma para cobrar políticas educativas dos candidatos nas eleições](#)**

Projeto de ex-alunos de Harvard vai coletar perguntas nas redes e fiscalizar “promessômetro”.

A campanha eleitoral municipal começou oficialmente esta semana e é bem capaz que você ainda nem tenha percebido, pois os Jogos Olímpicos tomaram conta das ruas, do noticiário e das redes sociais em todo o país. Mas um grupo de jovens brasileiros, ex-alunos de Harvard, nos Estados Unidos, já começou a se mobilizar para aquecer o debate sobre políticas públicas de educação.

A eleição municipais são fundamentais para o segmento educativo porque compete ao município gerir a maior parte do ensino público, que vai da pré-escola ao fundamental (ainda que a gestão do fundamental seja dividida com os governos estaduais). (8/17/16)

### **Porvir - [Universidades, redes e escolas são essenciais para qualificar formação docente](#)**

Para o professor da FGV (Fundação Getúlio Vargas), Fernando Luiz Abrucio, a qualificação da educação está ligada diretamente a melhoria de seus insumos. Dentro dessa lógica, ele avalia que os professores ocupam um lugar chave para a mudança e que, muito embora seja consenso a necessidade de qualificar a formação docente, pouco se discute sobre os caminhos institucionais necessários para tanto. (8/18/16)

**Revista Educação** - [Especialista afirma que universidades brasileiras não estão realmente “formando” professores](#)

Referência nacional, Bernadete Gatti discorre sobre os rumos da formação docente no Brasil. Qualquer discussão sobre formação docente no Brasil que não passe pelo nome de Bernardete Angelina Gatti sairá, de cara, empobrecida pela ausência do olhar – e de tantas pesquisas e interlocuções – de uma das intelectuais mais ativas do país neste tema nas últimas décadas. Pode-se até discordar dela, mas não prescindir de seus pontos de vista.

(8/3/16)

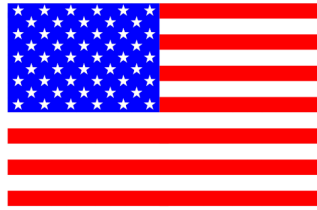
**Revista Ensino Superior – Unicamp** - [Origens do produtivismo acadêmico e o caminho do impacto social do conhecimento](#)

Nos últimos anos, parece ter crescido a preocupação com o papel e a contribuição social das instituições de ensino superior para a sociedade. Esta preocupação foi acompanhada da proliferação de debates e da publicação de textos relacionados ao impacto social do conhecimento e da pesquisa. Nesses debates, tem recebido destaque as críticas ao chamado produtivismo acadêmico, entendido como um sistema voltado para a produção científica em massa, análogo ao fordismo. O mesmo termo é também frequentemente definido como um tipo de mentalidade ou comportamento orientado para o aumento quantitativo da produção científica, em detrimento da qualidade e relevância do que é gerado. Dessa forma, o produtivismo pode ser entendido tanto como uma questão relacionada ao sistema quanto uma questão referente ao indivíduo. (20/5/16)

**Gestão Escolar** - [Uma nova edição do Pisa no Brasil: o que ela vai nos apontar?](#)

O Programa Internacional de Avaliação de Alunos (Pisa, em inglês) é uma avaliação comparada desenvolvida pela Organização para Cooperação e Desenvolvimento Econômico (OCDE). Em 2012, participaram 65 países com uma amostra de 510 mil alunos. No Brasil, que tem a coordenação realizada pelo Instituto Nacional de Pesquisas Educacionais Anísio Teixeira (Inep), participaram 18.589 estudantes de todos os estados e do Distrito Federal.

(5/27/16)



## in the Media

### **The Times Higher Education - [Distant and discontent: the downsides of digital learning](#)**

Despite many advances, online programs suffer from technical faults and a dispiriting lack of interaction, as two scholars discovered. We hear a great deal about the wondrous new world of digital higher education. One recent contributor to Times Higher Education, for example, described how he had transformed his teaching practice through “a more fluid and continuous process of creation and interaction” carried out almost entirely online (“To boldly go”, Opinion, 28 April). (8/18/16)

### **The Chronicle of Higher Education - [Top U.S. Higher Education Official Says Innovation Will Best Serve the ‘New Normal’ Students](#)**

Ted Mitchell, the Under Secretary of Education and the top higher-education official at the U.S. Department of Education, talks often about the need for colleges to innovate so they can better serve adults, working people, and others he calls the “new normal students” of today. Under his tenure, the department has encouraged experiments that involve technology-aided solutions and private companies — like the Equip program, whose first participants were announced this week — and he says he welcomes a seeming shift by the ed-tech industry in recent years away from “gizmos” and toward data-based products. (8/19/16)

### **The Hechinger Report - [We must not shut low-income students out of computer sciences](#)**

The latest literacy crisis has nothing to do with reading. Maria, the woman sitting next to me on my flight from New York to Austin, is playing with her daughter, Monica, on her lap. The baby holds her smartphone, clicking, and Maria asks what I’m working on as she sees me typing obsessively on my laptop. I tell her about what I do and how my company addresses society’s need to educate citizens for millions of unfilled jobs — in Science, Technology, Engineering and Math (STEM) jobs, as well as jobs in computing. (8/18/16)



# Upcoming Events

- **Friday, Sept 23, 4-6pm** - Welcome Academic Year 2016-17 at the Lemann Center. An opportunity for incoming students and visiting scholars to meet with Lemann Center faculty and fellows, followed by a potluck welcoming party.
- **October 23-28, 2016** - PED Brasil - The graduate specialization program is a one year course of study designed as a professional development opportunity for teachers in elementary and secondary schools. It was developed by the Lemann Center at Stanford University and will be implemented by higher education institutions in Brazil. The Lemann Center content team working on the development of the project will be in Brazil training faculty teams from participating institutions for the program's implementation. Training will take place at the Universidade São Judas in São Paulo.
- **Sept 27 - Dec 13** - Topics on Brazilian Education- Fall 2016. The Lemann Center series on "Topics in Brazilian Education" will be held in the Conference room, **every Tuesday, 9 - 10: 20 a.m.** The seminar provides a great opportunity to talk about important issues concerning Brazilian education and also to get to know the other students and scholars at the Lemann Center. The seminar's theme changes quarterly, and the focus of this fall's seminar is to allow new and current students and scholars affiliated with the Lemann Center to share their research. The presentations are in English and typically last about 30 minutes, followed by plenty of time for questions, answers, and feedback.

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## Insider's Insight



[Andre Luis Alice Raabe](#) a Visiting Scholar shares some of his thoughts on Games, Children and Learning, and an article by Seymour Papert:

*The design of educational games is a very popular subject among researchers and designers of technology in education. The idea of using children's interest for games to*



*promote learning of curricular concepts permeates much of educational games produced. It is by far the most common theme in papers submitted for Computer in Education events in Brazil, including the SBIE (Brazilian Symposium on Computers in Education). Mobile devices such as tablets and smartphones are renewing the forms of interaction of these games, but keeping the same principles often manifested in slogans like "learn through play", "It is so Much Fun That The Kids Don't Even Know That They Are Learning."*

*Recently I found an article originally written by Seymour Papert for the June 1998 issue of Game Developer magazine, called "[Does Easy Do it? Children, Games, and Learning](#)." In the article, Papert with his revolutionary form of expression, argues that pure entertainment games introduce children into more complex and higher cognitive gains than said educational games. He sharply criticizes the curricular vision of education and its manifestation through the "gamification" of school contents. The article becomes even more interesting by integrating a letter written by an instructional designer criticizing the text and also the Papert response to this letter.*

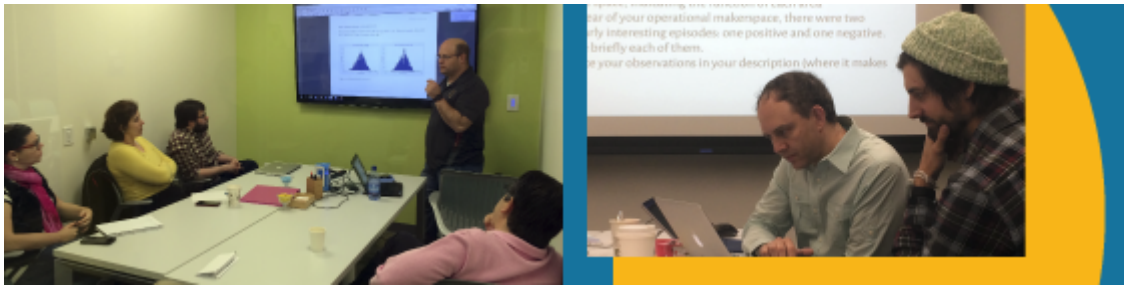
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## Social Happenings





For Ph.D candidates [Leonardo Rosa](#) and [Filipe Recchi](#), summer began with a thorough organization of their new office.



At the Lemann Center, Professors [Eric Bettinger](#) and [Paulo Blikstein](#) held lectures and led study groups.



After a series of lectures, Professor [Martin Carnoy](#) began his sabbatical this quarter. In the meanwhile, he went fishing in Alaska.



LC Visiting Scholar [Ulisses Araújo](#), with wife Valeria and daughter Marcela, before returning to Brazil: "We had such a great time in California and we thank all of you that contributed with friendship, support, and academic breakthrough projects that we hope to keep in Brazil".

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The Lemann Center Review was produced by Cristina Antunes (LC) and Jonathan Lai (GSE IT)