

CNaPPES.15

Congresso Nacional de Práticas Pedagógicas
no Ensino Superior

Jorge Fonseca e Trindade

| Instituto Politécnico da Guarda

Cassiano Z. Carvalho Neto

| Instituto Galileo Galilei para a Educação

Promoção do Sucesso na Aprendizagem em Física:

proposta de um

Ecosistema Digital para a Gestão do Conhecimento

[EDGC]

O Problema

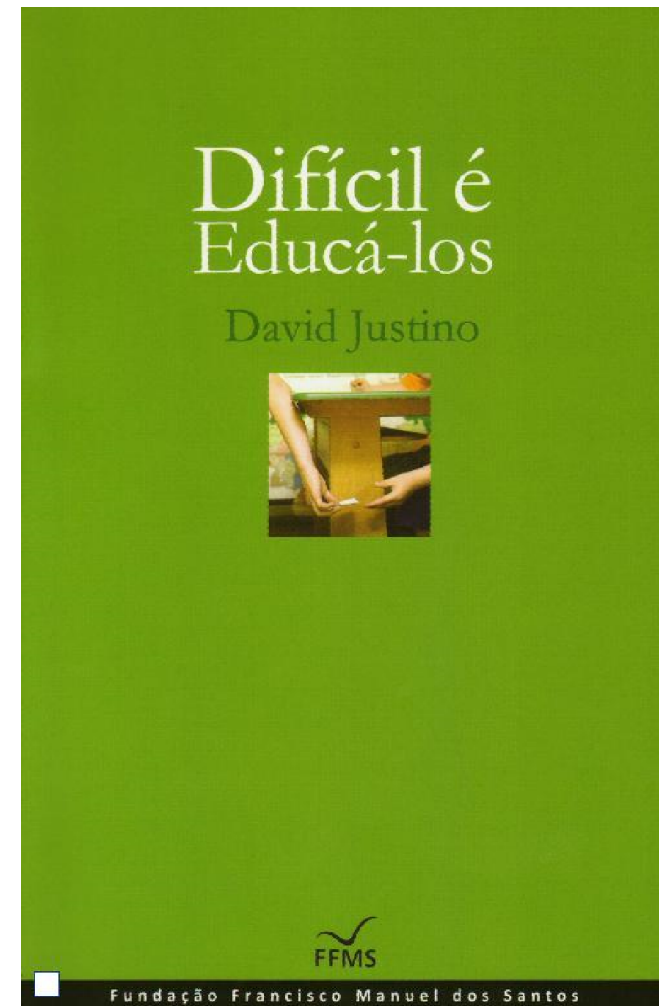
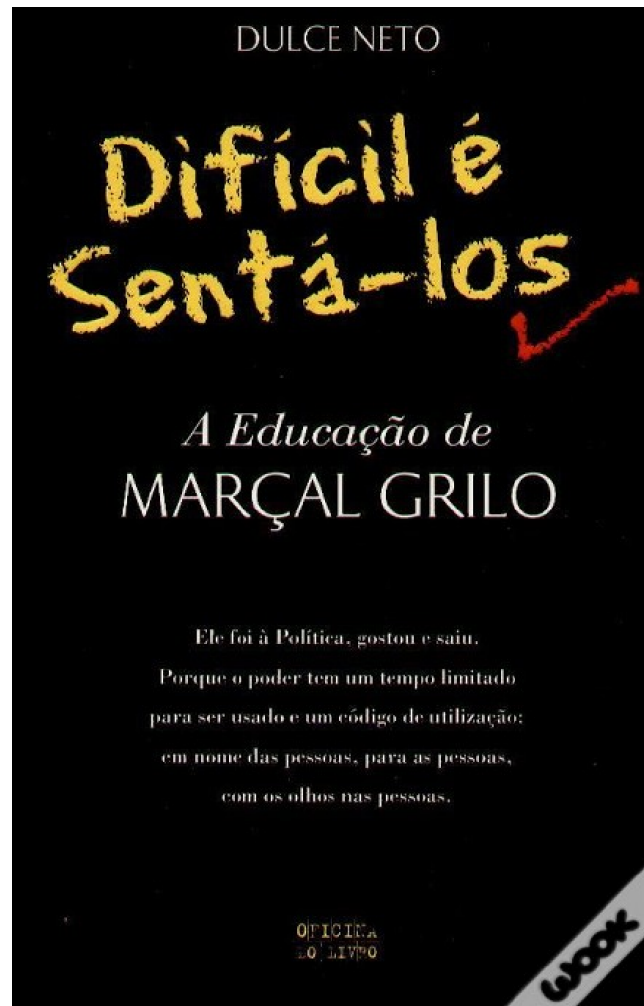
(In)sucesso escolar
(Física)

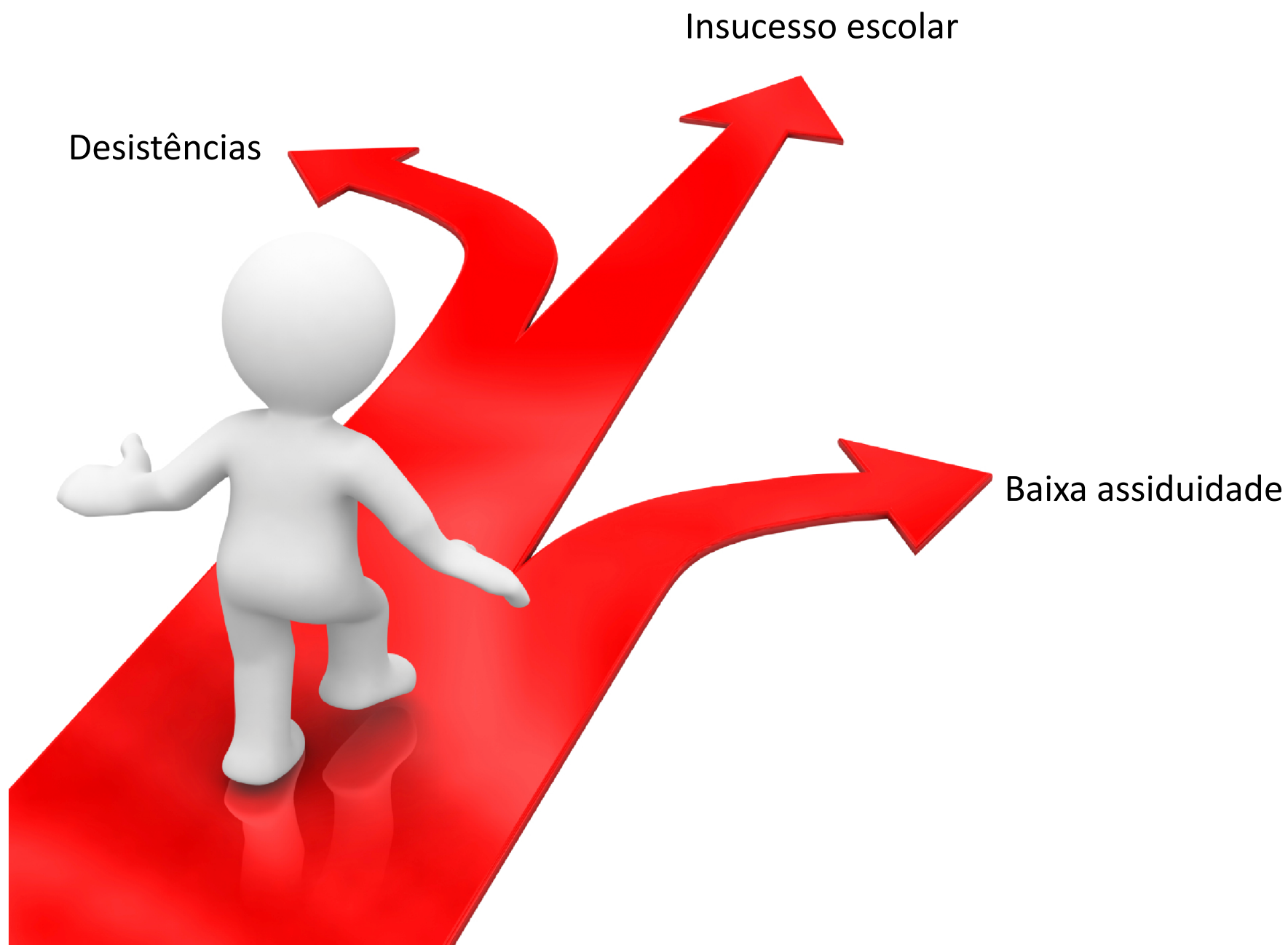
Alunos do 1º ano do Ensino Superior (Engenharias)

A 3D red arrow is shown on a light gray grid background. The arrow starts at a high point on the left and points downwards and to the right, ending at a low point on the right. The arrow has a thick, blocky appearance with a slight shadow. The grid lines are thin and light gray.

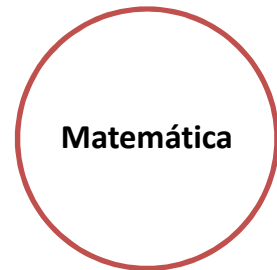
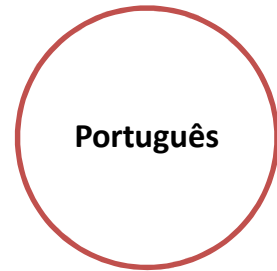
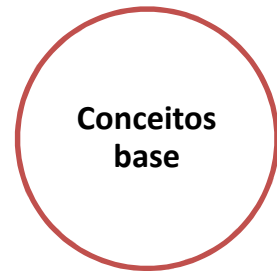
Consequências

Difícil é...





Causas



Matemática



- ☐ Cálculo vetorial
- ☐ Cálculo trigonométrico
- ☐ Cálculo diferencial
- ☐ Cálculo integral
- ☐ ...

Motivação



- Cursos intensivos
- Repetição da UC
- Adequação do programa
- Avaliações extraordinárias
- Metodologias de avaliação diversificadas
- ...

24 DE JANEIRO DE 2008, 00:37

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EUA: Alunos pagos a 8 dólares à hora para frequentarem aulas de apoio

"Começámos terça-feira. Os alunos estão entusiasmados. Estavam todos presentes", congratulou-se o reitor do liceu Creekside Hide, de Fairburn, perto de Atlanta.

Vinte alunos deste liceu e outros tantos do colégio vizinho Bear Creek foram seleccionados pelos maus resultados e convidados a frequentar as aulas de apoio de Matemática e de Ciências recebendo em troca uma retribuição monetária.

Duas vezes por semana, podem seguir as aulas de apoio que têm a duração de duas horas. A oito dólares à hora, podem ganhar até 32 dólares por semana, se forem assíduos.

"Na nossa comunidade é mesmo preciso ser-se criativo para interessar alguns alunos. Penso que este convite tem pernas para andar", sublinhou o reitor do liceu, com uma população escolar de 2.500 alunos.

A iniciativa, lançada a título experimental durante 15 semanas, é financiada por uma fundação privada.

No final da experiência, se os alunos conseguirem obter um "Bom" ou mais nos seus deveres de Ciências e de Matemática, poderão mesmo meter ao bolso um bónus de 125 dólares, indicou o reitor.

"Oferecemos outros programas de apoio, mas geralmente são os alunos que não têm necessidade que vêm, e aqueles que precisam é muito difícil interessá-los", concluiu.

TM.

Lusa/Fim

Agência Lusa



2 Ga. Schools to Pay Students to Study

Thursday, January 24, 2008

By ERRIN HAINES, Associated Press Writer

FAIRBURN, Ga. —

ADVERTISEMENT

Learning is supposed to be its own reward, but when that doesn't work, should students get paid to do it?

That's the question two Georgia schools are asking in a 15-week pilot program that is paying high-schoolers struggling in math and science \$8 an hour to attend study hall for four hours a week.

The privately funded "Learn & Earn" initiative, an idea from former House Speaker Newt Gingrich, is touted as the first of its kind in the state and one of a few similar programs nationwide.

"We want to try something new," said Jackie Cushman, Gingrich's daughter and co-founder of the group funding the initiative. "We're trying to figure out what works. Is it the answer? No. Is it a possible idea that might work? Yes."

Forty students at Bear Creek Middle School and Creekside High School, both in the Atlanta suburb of Fairburn, began participating in the program Tuesday. The eighth- and 11th-graders chosen had to be underperforming in math and science, and many are eligible for free or reduced-cost lunches.

The hope is that the bribes will boost students' motivation to learn, attend class and get better grades.

Aside from the hourly wage, eighth-graders will get a \$75 bonus, and 11th-graders \$125, if they improve their math and science grades to a B and achieve certain test scores. For the older kids, that adds up to \$805 for a semester of studying.

Cushman said the initiative is aimed at math and science because many students struggle in those subjects even if they excel in others.

The offer could help poor students who need the money and otherwise might choose a minimum-wage job over studying, said Jerome Morris, an associate professor at the University of Georgia's College of Education. He also noted that parents who have the means to reward their children for performing well in school have done so for decades.

"Poor families just can't do that," Morris said. "They have to tell their children, 'You have to go to school just to learn.'"

The director of a private center aimed at improving motivation, however, said plying kids with cash is a desperate move by school officials.

"They have not figured out a way to self-motivate these kids," said Peter A. Spevak, director of the Center for Applied Motivation in Washington, D.C. "What really drives a person is the desire to do well and the good feeling you have after doing your best every day."

Paying children to learn may work in the short term, but before long, the luster could wear off and they may look to up the ante, Spevak said. Ultimately, it could become a losing game.

"When you take the money away, assuming it has been effective, people sometimes get angry or disillusioned," he said. "They may start to wonder where the next prize is coming from."

The \$60,000 initiative is being funded by Atlanta businessman Charles Loudermilk, founder of Aaron Rents, through the Learning Makes a Difference Foundation Inc., an Atlanta-based nonprofit that funds innovative education programs and was founded by Gingrich's daughters.

Alexis Yarger, one of the Fairburn program's participants, is eager to try anything to improve her grades.

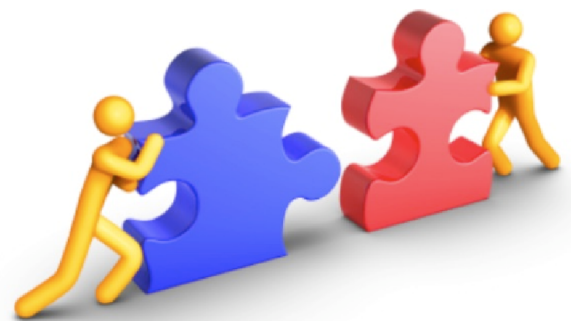
The 16-year-old Creekside junior plans to attend Spelman College, and says that although she's doing OK in science, "Math is not my best."

Yarger, who has a part-time job at Burger King, said she was interested in the program even before she heard about the financial incentives. She would have taken part even without the money, she said, but her father said the cash doesn't hurt.

"It's a good motivational tactic," Anthony Yarger said. "Whether it's a dollar or a candy bar, if it's helpful, I support it."

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Estratégia



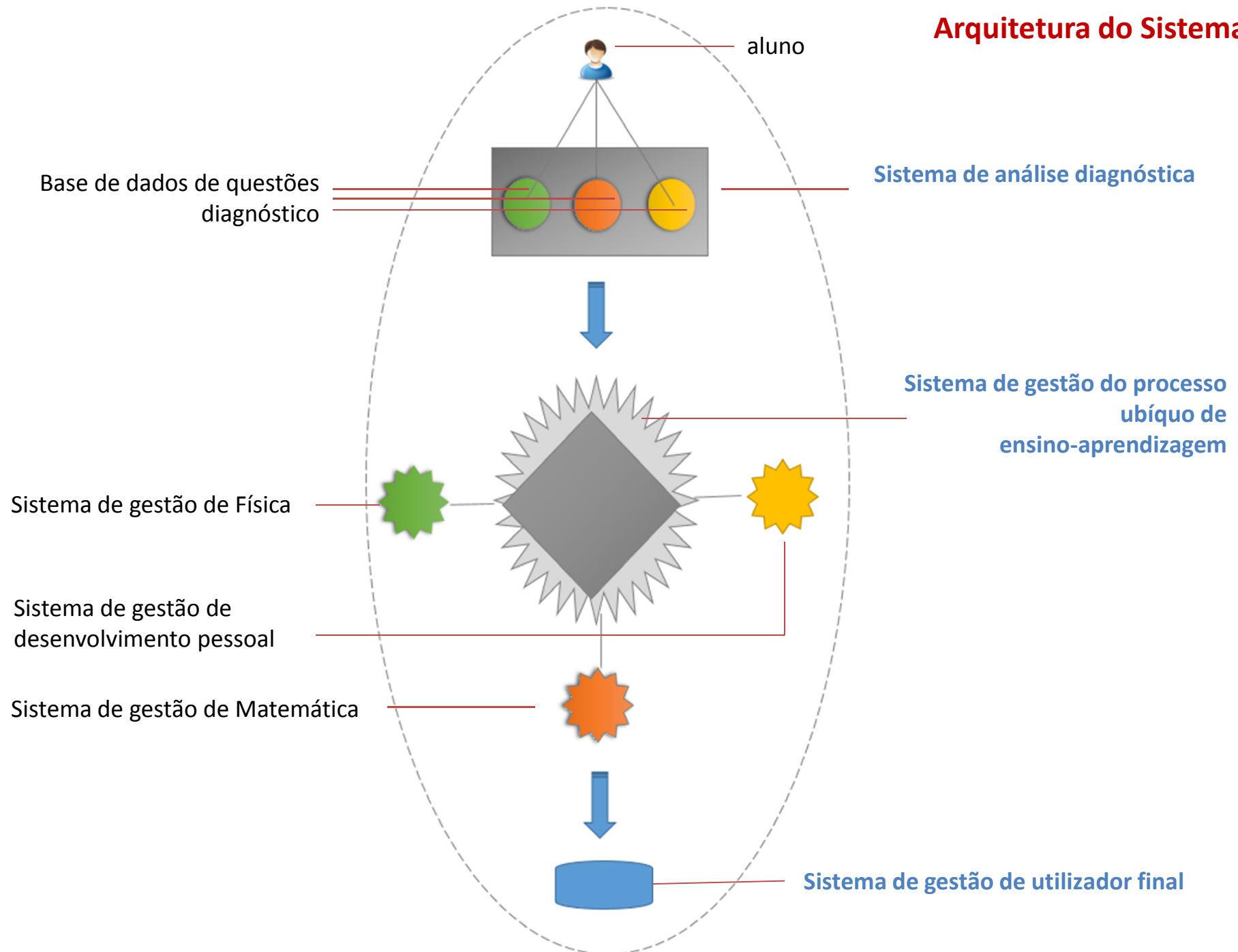


Solução:

- centrada no **aluno**
- para o **aluno**
- adequada às reais necessidades do **aluno**

Metodologia

Arquitetura do Sistema



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EDGC

Login

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Título:

Uma nova partícula?

Conteúdo:

Contextualização

Imagem destaque

sem imagem

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EDGC – preparação de teste diagnóstico

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Filtro de dados para gerar avaliação

Área:

Selecione uma opção ▾

Subárea:

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Nº de questões:

5 ▾

Assunto:

Selecione uma opção ▾

Tópico:

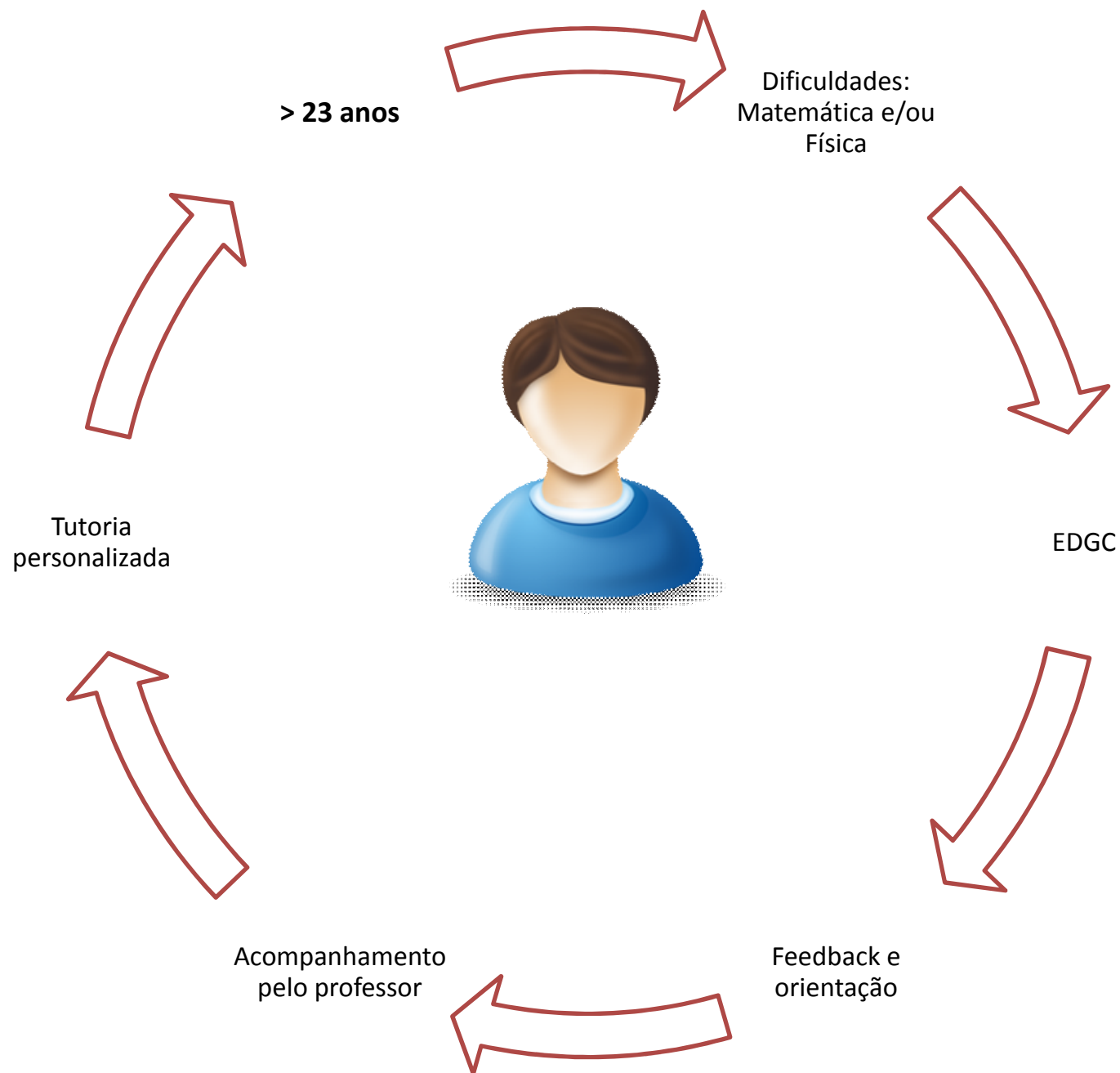
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Gerar avaliação

Avaliações cadastradas

Id	Criada em	Última atualização	Status	Ação
21	2015-06-22 13:52:50	2015-06-22 13:53:06	complete	📄 ✕ 🔍

Exemplo



Considerações finais

Ideias Chave

- Propiciar ferramentas/meios de aprendizagem
- Corresponsabilizar o aluno
- Acompanhar o trabalho do aluno
- Estimular o aluno
-

Implementação

- Ano letivo 2015/16
- Aberto às instituições
- Aberto contribuições/melhorias/colaborações

Obrigado

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