

# Education as a Human Right

## First InPrInt Seminar

Partnership Building towards  
Stronger Engagement in International Collaboration

*Articulator: Profa. Ângela M. V. Pinheiro*

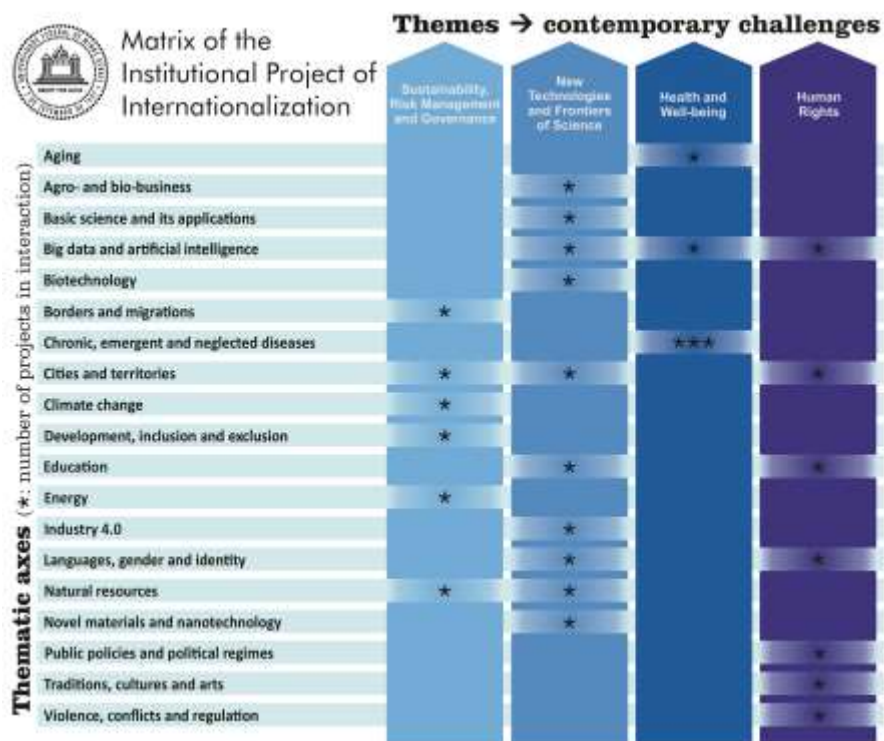
*Programa de Pós-graduação em Psicologia: Cognição e Comportamento*

[amvpinheiro@ufmg.br](mailto:amvpinheiro@ufmg.br)

UFMG, Belo Horizonte

19-23 November 2018

# Education as a Human Right



- The group of projects under this topic fits into the fourth theme on the proposed matrix by PrInt/UFMG.
- To the group I represent, to understand education as a human right goes beyond the respect for identities and diversities. It has to do with the promotion of equality between groups and one way of doing so is by the reduction of educational inequalities.



# Posgraduate programs taking part in the project Education as a Human Right

- Dentistry
- Education: Knowledge and Social Inclusion
- History
- Leisure Studies
- Linguistic Studies
- Music
- Philosophy
- Psychology: Cognition and Behaviour
- Social Communication

## Adopting an interdisciplinary perspective

the projects concentrate in the following themes:

- Education for sustainability
- Education policies and the restructuring of the teaching profession
- School and non-school practices in diverse contexts and social vulnerability
- School practices and policies that promote the reduction of inequalities
- Family-school relationship
- Institutionalization of childhood
- Literacy
- Cognitive and cultural aspects of the language in use: comparative and interactive studies in the syntactic-semantic-pragmatic interface



## Partner institutions in this project (so far)

### Alemanha/**Germany**

- Instituto Ibero Americano/Ibero-American Institute

### Argentina

- Universidad Buenos Aires
- Facultad Latinoamericana de Ciencias Sociales
- Universidad de Cordoba
- Universidad Nacional de La Plata
- Universidad Nacional de Mar del Plata
- Universidad Nacional de Rosario
- Universidad Nacional del Comahue
- Universidade de Rosário

# Partner institutions in this project (so far)

## Australia

- University of New England

## Belgium

- Université Libre de Bruxelles

## Bolivia

- Universidad Mayor de San Simón

## Canada

- Université Laval

## Partner institutions in this project (so far)

### Chile

- Universidade Academia de Humanismo Cristiano
- Universidade Autònoma do Chile
- Universidad Metropolitana Ciencias de La Educación
- Universidad Catolica Silva Heriquez
- Universidad del Bio-Bio
- Universidad de la Frontera

### Colombia

- Universidad Nacional Pedagogica

## Partner institutions in this project

### Spain

- Universidade Complutense de Madrid
- Centro Internacional de la Cultura Escolar – CEINCE
- Universidad de Deusto
- Universidade de Alcalá
- Universidade de Valencia



# Partner institutions in this project

## United States

- University of North Carolina
- University of Harvard
- Ohio State University
- University of Maryland

## Finland

- The Cradle Global Partner Research Groups
  - University of Finland and
  - University of Tampere

# Partner institutions in this project

## France

- Université de Cergy-Pontoise
- Université de Paris
- École des Hautes Études en Sciences Sociales
- Institut Sciences Politiques
- Laboratoire de Recherche Historique Rhône-Alpes
- Universidade de Lyon
- Université de Versailles St - Quentin In Ivelynes
- Université de Paris Nanterre

## Honduras

- Universidad Pedagógica Nacional “Francisco Morazan”

# Partner institutions in this project

## England

- Open University
- University of London
- University of Sheffield
- University of Oxford

## Italy

- Universidade de Bologna
- Università degli Studi di Torino
- Universidade Ca'Fosari

# Partner institutions in this project

## Malaysia

- Sunway University

## Mexico

- Instituto Politécnico Nacional
- Universidad Nacional Autonoma do México
- Universidade Pedagógica Nacional

## Peru

- Pontificia Universidad Catolica

# Partner institutions in this project

## Portugal

- Instituto Politécnico do Porto
- Universidade do Porto
- Universidade de Lisboa
- Universidade Beira do Interior
- Universidade de Aveiro
- Universidade de Coimbra
- Universidade de Lisboa
- Universidade do Minho
- Universidade Nova de Lisboa
- Universidade Técnica de Lisboa



# Partner institutions in this project

## Switzerland

- University of Bern
- University of Geneva

## Sweden

- University of Estocolmo

## Uruguay

- Universidad de la República
- Universidad Autónoma de Entre Ríos

## Venezuela

- Universidad Pedagógica Experimental Libertador

**New collaborations will be most welcome!**

# Education as a Human Right

According to the ONU Sustainable Development Goals (SDG)

Education as a Human Right has as a role to ensure inclusive and equitable quality education and promote lifelong learning opportunities.

# Research Topics

- Professional Training and Curriculum
- Education and Interculturality
- Distance Learning and Technologies
- Literacy and Specific Learning Disorder
- Elaboration and Validation of Educational Measures and Procedures



# The focus of the presentation

- Postgraduate Program of Dentistry
- Postgraduate Program in Education
- Postgraduate Program of Leisure studies
- Postgraduate Program in Psychology
- Postgraduate Program in Social Communication



# Postgraduate Program in Dentistry

- Internet use and decision-making in health during pregnancy
- School as a scenario of health promotion
- Education as a right to promote the right to health

## **International partners**

University of Maryland

Harvard University

Universidad de Cordoba

Financed by CNPq and Fapemig



# Postgraduate Program in Education – Faculty of Education (FaE)

## PROJECT 1: International perspectives in Education: investing in the quality of public schools in different countries

### Conceptual framework

- Cultural Historical Psychology
- Ethnography in Education
- Activity Theory

### Stablished Paternships

CRADLE Global, in Finland

College of Education and Human Ecology of The Ohio State University.

**Aim:** to produce knowledge on the improvement of the quality of public schools.



# Postgraduate Program in Education (FaE)

## PROJECT 1: International perspectives in Education: investing the quality of public schools in different countries

### Exchanges

- PhD students (sandwich studies or doctoral internship)
- Postdoctoral studies
- Research and publications
- Organization of events

### Research Lines

- Education and Mathematic
- Cultural Historical Psychology
- Psychoanalysis and Education
- Education and Language
- Early Childhood Education



## Postgraduate Program in Education (FaE)

### PROJECT 1: International perspectives in Education: investing in the quality of public schools in different countries

#### Goals

- To promote equal rights for learners in different contexts (infant, adult and Indigenous education).
- To contrast the educational practices in infant, adult and Indigenous education in different areas of knowledge such as in literacy, mathematics, sciences.
- To contrast school and non-school practices.

PROJECT 1: International perspectives in Education: investing in the quality of public schools in different countries

## Research questions

- How students from different countries and different educational contexts appropriate of the school contents?
- What are the similarities and the differences among Mathematics Education, Teaching of Sciences, School and non-school practices in Educational Psychology and Literacy Practices in different countries?

## Existing funding lines

- CAPES
- CNPq
- FAPEMIG



## Postgraduate Program in Education (FaE)

### PROJECT 2: Education and social inequalities: sociological analysis of processes, practices, trajectories and results of schooling in basic and higher education

#### Conceptual framework

- Social and educational inequalities.
- Core concepts such as “cultural capital”, “parental investment”, “social mobility”, “educational stratification”, “school effectiveness”, etc.
- Large-scale public data (school census and educational assessments).

#### Existing expertise

- In the production of educational indicators, important to describe inequalities between schools.
- In multilevel statistical modeling.
- In spatial analysis applied to studies on neighborhood effects.

#### Main research line

- The effects of family structure on academic performance.
- Trajectories between social groups.
- Differences in access to the education system.
- Differences in the inclusion of graduates in the labor market.



## Postgraduate Program in Education (FaE)

### PROJECT 2: Education and social inequalities: sociological analysis of processes, practices, trajectories and results of schooling in basic and higher education

#### Goals

- To produce educational indicators in order to describe and analyze school inequality in different levels: schools, neighborhoods, cities, regions and countries.
- To produce and disseminate of qualified knowledge about Brazilian educational inequalities.
- To produce joint bibliography in foreign language in collaboration with internationally recognized researchers.
- To improve theoretical and methodological Faculty formation through the collaboration with international centers of excellence, specialized in the sociological analysis of educational inequalities.



### Project 2: Education and social inequalities: sociological analysis of processes, practices, trajectories and results of schooling in basic and higher education

#### Research questions

- What is the relationship between socioeconomic inequalities and the progression and performance of Brazilian students in public basic and higher education?
- What is the relationship between social and school inequalities and space?
- How can schools compensate lower student's social background?
- Is the omission of low income families in relation to the schooling of their children a myth?
- How do family social status, educational practices and choices affect school inequalities?
- How do new access policies (Sis, Quotas Law, Prouni, Fies) affect the inequalities of opportunities in Brazilian higher education?

#### Existing funding

- CNPq
- FAPEMIG

### Conceptual framework

- Concepts of "third space" and "hybrid space" developed by Kenneth Zeichner (Professor at University of Washington in Seattle, in the U.S.) for the discussion of the relationship between universities, schools, and communities in teacher education programs, actions, and initiatives.

### Goals

#### *Medium-term*

1. To continue to follow up the experience in a public school, and its neighborhood called "Villa Industrial".
2. To start a new experience of relationship between university, school, and communities in Belo Horizonte.
3. To organize an advanced research seminar at UFMG with Professor Kenneth Zeichner for going deeply in the study of the main concepts of the research ("third spaces;" "hybrid space" in teacher ed.) and its methodological strategies.

#### *Long-term*

1. To compare data of this research with data have been analyzing in the USA about the teacher ed. experience there.
2. To publish articles, one book, and papers in order to share the results of this research.

## PROJECT 3: University, Schools, and Communities in Teacher Education: High-Quality Education as a Human Right

### Research questions

- What is the role of communities in the education of future school teachers?
- How to establish a partnership between universities, schools, and communities for the development of a teacher education program?
- Is there any difference in doing that in different contexts, such as in Brazil, in Chile, and in the USA? If yes, what are these differences and why do they exist?

### Previous and ongoing project

- 2018 – Master thesis concluded by Carolina Pasqualine in the Graduate Program in Education at UFMG (under supervision of Professor Julio Emilio Diniz-Pereira, the coordinator of this current research project).
- 2019 – reception here at UFMG of Chilean colleague (the coordinator of the research project being developed in Talca, Chile) for her sabbatical.

### Existing funding

FAPEMIG



## Postgraduate Program in Education (FaE)

### PROJECT 4: Interdisciplinary research for training in social and educational technology for children, youth and institutions

#### Conceptual framework

- Psychoanalysis and Education

#### Goals

- To intensify internationalization in an intercontinental academic network, carrying out exchanges of professors and students among RED INFEIES member universities in research, teaching and extension activities.
- To generate social and educational technology aligned to Human Rights principles, producing knowledge and social inclusion of children and youth in countries of RED INFEIES.
- To return to the community the research results and knowledge through formation, publication, events and social intervention.

## PROJECT 4: Interdisciplinary research for training in social and educational technology for children, youth and institutions

### Research questions

- Ethics, legality and legitimacy in the education of children and adolescents. New rights, new practices?
- How to build social technology for answering demands of institutions which serve children and young people nowadays?

### Previous and ongoing project

- Holding national and international events
- Collective publications
- Master and Doctoral research in progress
- Co-supervision guidelines
- Academic exchanges

### Existing funding

- FAPEMIG
- CNPQ

## PROJECT 5: Indigenous school mathematical activity: investigating different logic of knowledge, in translingual practices perspective

### Conceptual framework

- The theoretical-methodological references from CHAT (Engeström, 1987), mainly taking the contradictions (Engeström, 1987; Tomaz & David, 2015) and instrumentality (Engeström, 2007) concepts, associating them with the multilingual perspective on translanguaging (Canagarajah, 2011; MacSwan, 2017). It is adopted a formative intervention (Sannino, 2011) and critical collaborative practice as methodological approach.

### Goals

- To investigate the methodologies and creative tools used in the development of formative interventions to improve the performance of Brazilian Indigenous people that attend the intercultural education undergraduate course in mathematics education.

## PROJECT 5: Indigenous school mathematical activity: investigating different logic of knowledge, in translingual practices perspective

### Research questions

- How do the choices of artifacts made by Maxakali Indigenous teachers to register and operate with numbers contribute to overcome linguistic constraints?
- How to improve the communication in a formative mathematical activity and what are the different ways Maxakali indigenous deal with mathematics tools? And how these tools are taught?

### Previous and ongoing project

- 2014/2017 – Indigenous school mathematical activity: investigating different logic of knowledge.
- Master and Doctoral research in progress.

### PROJECT 6: Institutionalization of childhood: global and local dynamics

#### Research questions

- What are the relations among global processes of institutionalization of childhood and the local dynamics?
- What are the limits and possibilities of childhood institutionalization?
- What are the similarities and differences among different countries regarding childhood institutionalization?

#### Goals

- Improve Brazilian teaching knowledge in the area of childhood and Early Childhood education
- Promote exchanges with researchers and research groups on Childhood and Early Childhood Education in European and Latin American countries, in order to better understand the relationship between the global processes of childhood institutionalizing and local dynamics
- Strengthen research networks and partnerships with international institutions

#### Existing funding

- FAPEMIG
- CAPES
- CNPQ



### Goals

- To deepen the scientific and political articulation between Brazilian and foreign researchers from internationally recognized centers of excellence on curricular theories.
- To establish new work fronts in the study of curriculum, culture, policies and practices.

### Previous and ongoing project

- The Curriculum Today: Conjunctures, Challenges and Perspectives.

## PROJECT 8: Education: knowledge practices and rights

### Goals

- To deepen interlocations regarding contemporary epistemological debates, especially in the context of poststructuralism, postcolonial and decolonial tendencies.
- To improve methodological strategies that enhance research with social subjects named "subaltern subjects".

# Postgraduate Program in Education (FaE)

## PROJECT 9: Education: knowledge practices and rights

### Previous and ongoing projects

- Collective publications
- Master and Doctoral research in progress
- Co-supervision guidelines
- Academic exchanges

PROJECT 10: Education, knowledge, scholars and written culture: mediators and cultural mediations in the history of education in the Iberian Empires, Latin America and Brazil (18th-20th centuries)

## Conceptual framework

- Approaches in the History of Education.
- Relations between interpretative practices and social practices.

## Goals

- To produce and spread high level knowledge with international partners specialized in History of Education.
- To consolidate a network of collaborative, interdisciplinary and intercontinental exchanges focusing on scientific research, human resources training, equipment sharing and documentary sources.



## PROJECT 11: Latin American doctorate in education: public policies and the education profession

### Conceptual framework

- Public Education Policy and the Education Profession.

### Goal

- To promote exchanges between the different countries of Latin America on topics related to professional education.

## PROJECT 11: Latin American doctorate in education: public policies and the education profession

### Previous and ongoing project

- Expansion of Latin American graduate courses in order to analyze, interpret and influence the education realities in Latin American countries.

### Existing funding lines

- CAPES



## Postgraduate Program in Education (FaE)

PROJECT 12: Interinstitutional Cooperation Project between UFMG and the University of Geneva for Academic and Scientific Exchange in the History of Educational Psychology.

### Conceptual framework

- Educational Psychology
- History of Educational Psychology

### Goals

- To deepen and strengthen the bonds of academic and scientific collaboration between the Faculty of Education of UFMG, the Helena Antipoff Documentation and Research Center and the Faculty of Psychology and Educational Sciences of the University of Geneva.
- To broaden the international network with the educators who promoted the educational renewal movement known as “New School”.

## Summary – Research Topics

- Social Technology
- Family-school relationship
- Education and Social Inequality
- Education Trajectories
- International Prospects in Education
- Cultural Mediation in the History of Education
- Educational Psychology
- Knowledge Practices and Rights
- Mathematics and biligualism



# Staff members and email addresses

- Ana Maria Rabelo Gomes, PhD - [anarabelogomes.bhz@gmail.com](mailto:anarabelogomes.bhz@gmail.com)
- André Márcio Picanço Favacho, PhD - [amfavacho@hotmail.com](mailto:amfavacho@hotmail.com)
- Flávia Xavier, PhD - [flaviapx@yahoo.com.br](mailto:flaviapx@yahoo.com.br)
- Júlio Emílio Diniz-Pereira, PhD - [juliodiniz@fae.ufmg.br](mailto:juliodiniz@fae.ufmg.br)
- Lívia Maria Fraga Vieira, PhD - [liviafraga59@gmail.com](mailto:liviafraga59@gmail.com)
- Marcelo Ricardo Pereira, PhD – [marcelorip@hotmail.com](mailto:marcelorip@hotmail.com)
- Marcus Aurelio Taborda, PhD - [marcustaborda@uol.com.br](mailto:marcustaborda@uol.com.br)
- Maria de Fátima Cardoso Gomes, PhD - [mafacg@gmail.com](mailto:mafacg@gmail.com)
- Mônica Maria Farid Rahme, PhD - [monicarahme@Hotmail.com](mailto:monicarahme@Hotmail.com)
- Regina Helena Campos, PhD - [regihfc@terra.com.br](mailto:regihfc@terra.com.br)
- Vanessa Neves, PhD - [vfaneves@gmail.com](mailto:vfaneves@gmail.com)
- Vanessa Sena Tomaz, PhD - [vanessastomaz@gmail.com](mailto:vanessastomaz@gmail.com)



# Postgraduate Program in Leisure Studies

- Curriculum studies of professional education
- Student experience with leisure in high school
- Artistic production in candomblé
- Dance in schools: education, leisure and culture
- Leisure and tourism

## **International partners**

Universidade de Aveiro

Universidad de Deusto

Universidade Técnica de Lisboa

Financed by Fapemig



## Keywords

- Literacy public policies
- Applied neuroscience
- Literacy teacher training
- Technologies for inclusion
- Multi and interdisciplinarity
- Networks for teacher training

## Research line

Basic education: teaching and teacher education



# Postgraduate Program in Psychology: Cognition and Behaviour – FAFICH

## PROJECT 1: Literacy with Excellence for All: distance teacher training based on scientific evidence

**Coordinator:** [Prof. Ângela Maria Vieira Pinheiro](#) Psychologist, Psychology Department, FAFICH/UFMG.

**Role:** general team coordination and representative of UFMG, where the research program will be headquartered.

### Associate Coordinators

[Prof. Emeritus Leonor Scliar-Cabral](#), Linguist, Department of Language, Federal University of Santa Catarina.

**Role:** the validation of the course *Innovative solutions for literacy*

[Prof. Regine Kolinsky](#) / [Prof. Emeritus José Morais](#), Research Center of Cognition and Neurosciences, Université Libre de Bruxelles (ULB), Belgium. **Role:** to run the *Adult Literacy* subproject (the Brazilian version of the Portuguese literacy method for illiterate adults).

[Prof. Dr. Wagner José Corradi Barbosa](#), Physicist, former director of the Center for Support to Distance Education (CAED), Physics Department, Institute of Exact Sciences, UFMG. **Role:** Technological coordination of distance education.

### International Consultant

[Prof. Dr. Helen Abadzi](#), Psychologist, Research Faculty, University of Texas at Arlington, United States of America

**Role:** development, setup, and validation of the *Essential Mathematical Literacy* course.

### Problem to be addressed

- The low quality of education in Brazil, mainly in the early years of Elementary School -> the **Early Literacy Cycle**, including mathematical literacy.
- The need to promote the inclusion of children with general and specific difficulties in learning one or more of the basic school skills (Reading, writing and mathematics).

### Other relevant problems are:

- the difficulty in transposing the academic knowledge to the daily practices in the classroom;
- the challenges to build a network of interdisciplinary knowledge applied to the initial series;
- the barriers presented for the use of Information and Communication Technologies (ICT) by teachers in the classroom.



## Proposal Description

It consists in the elaboration of a **portal** which will present the following courses for literacy teachers formation:

- Innovative solutions for literacy
- Mathematical Literacy Essentials
- Dyslexia: causes and consequences
- Early literacy for youth and adults

## **The 4 articulated courses provide the early literacy teacher with:**

- a comprehensive overview of the main issues concerning literacy in Portuguese and Mathematics and
- innovative and scientifically proven strategies to overcome difficulties in the classroom and promote full, excellent and inclusive literacy.



### The Portal

It will incorporate the main advances in instructional design related to:

- navigability
- interactivity
- accessibility
- freedom for the participant to define his/her own learning path.

Possibilities:

- distance synchronous activity – in the format of teleconference
- distance asynchronous activity – in the shape of friendly and interactive screens
- support to distance synchronous and asynchronous – in the format of forums



## General objective

To provide teachers with contents, methodologies and strategies that reflect the most advanced discoveries in the Humanities and Information and Communication Technologies to promote an Inclusive high quality education and to **validate this model in experimental studies.**



## PROJECT 1: Literacy with Excellence for All: distance teacher training based on scientific evidence

### The innovation

The programs used in the project will undergo empirical validation, with Experimental and Control Groups, and the knowledge generated will be disseminated through social media, virtual systems and distance education.

In addition, all the results obtained will recommend public policies aimed at an inclusive quality education that allows breaking down the vicious circle that prevents improving Brazilian education in a significant way.



## PROJECT 1: Literacy with Excellence for All: distance teacher training based on scientific evidence

### Rationale

Empowering teachers, especially those from distant and isolated places, with a solid knowledge for teaching (including enabling them to distinguish learning difficulties generated by socioeconomic factors from those caused by reading and mathematical disorders) is an urgent task to promote citizenship and social inclusion.

### The results of national primary school assessment and learning evaluation tests such as:

- the National Early Literacy Assessment (Avaliação Nacional da Alfabetização, ANA) (INEP, 2013) and
- the Program for International Student Assessment (PISA 2015)

show that the country is still far from achieving the goals of the UNESCO pact for the period 2000-2015.



## PROJECT 1: Literacy with Excellence for All: distance teacher training based on scientific evidence

### *Course 1: Innovative solutions for early literacy*

It is based on Neuroscience, Psycholinguistics and Neuropsychology, which mapped the main difficulties encountered by the learner during the early literacy process.

It is divided into three modules, all of them based on **Scliar Early Literacy System**.

#### **Module 1: Fundamentals of Reading and Writing**

- Teachers will understand the main difficulties faced by young students and how to overcome them. Among such difficulties are the finding of:
  - neuroscience that reading neurons should learn to recognize the features that differentiate one letter from the other because this goes against visual neuron programming to disregard such minimal differences, mainly to symmetrize information (DEHAENE, 2012) and
  - linguistics and psycholinguistics that we perceive speech as a continuum, which impacts on the early literacy process.

**Goal:** to enable the learner to acquire speed and fluency in reading so that he can understand the texts to which he is exposed.



## ***Course 1: Innovative solutions for early literacy***

### **Module 2: The textual production**

### **Module 3: Consolidation of knowledge**

In this module, the teacher will mediate the consolidation of the knowledge already mastered by children and will give them tools to advance each time with more independence in the studies.

He/she will also focus on solutions to overcome the difficulties encountered by students with special needs, proactively articulating the contents of other courses.

## PROJECT 1: Literacy with Excellence for All: distance teacher training based on scientific evidence

### *Course 2 Essential Mathematical Literacy*

- The “Essential Mathematical Literacy” and “Innovative solutions for literacy” share the same theoretical reference but, in the former, the emphasis is on mathematical literacy. It is important to note that, unlike reading, mathematics is innate in animals. However, the native system involves few numbers, which in humans must be developed. Therefore, the proposal implements the neurocognitive systems used by the brain: (a) the triple code and, (b) the approximate math vs. exact (DEHAENE, 1997; ANSARI, LYONS, 2016).
- The method, proposed by Prof. Helen Abdzi defends the hypothesis that we retain information more easily in our memory if we learn it according to the way information is processed. As with literacy, working memory is an important component for daily calculations and problem solving. The introduction of mathematical procedures and concepts into implicit memory is essential. Thus, children and adults with low schooling should develop a fluent and automatic production of responses to problems (DEHAENE, 2012; FUCHS et al., 1998).
- To get the benefits of complex cognitive processing, students need to automate the functions of the lower levels first. Only then can they devise new interpretations and solutions. With this approach, the method was successful in teaching children with disorders such as dyslexia. In addition, children were able to overcome the challenges posed by learning more quickly than with conventional methods. Strengthening the fundamental concepts in the initial grades proved to be a positive strategy, since research shows that competence in the 1<sup>st</sup> grade predicts performance in the 7<sup>th</sup> grade.

### ***Course 3: Dyslexia: causes and consequences***

- The course **Dyslexia: causes and consequences** is a version adapted to the Brazilian Portuguese of the course “Basics for teachers - Dyslexia: How to identify it and What to do” (GOETRY, 2010), widely and efficiently introduced in the programs of training and teacher training in many countries (DISLEXIA INTERNACIONAL, online). The course is divided into three modules: dyslexia, identification and intervention.
- Although it was a course initially designed to help the teacher to deal with dyslexia in the classroom, due to its comprehensiveness, it has been recognized as a literacy support program for all children, dyslexic or not.
- The Brazilian version of *Basics for teachers* came about, as result of a partnership between this project coordinator and Dyslexia International.



### ***Course 3: Dyslexia: causes and consequences***

- Teachers should be able to draw a distinction between learning difficulties and reading disorders, in particular dyslexia, and , above all, to identify early signs of this condition.
- Dyslexia is a specific learning disorder. Dyslexia is characterized by impairment in reading, more specifically in accuracy and speed of word recognition, which may or may not be combined with low spelling abilities.
- The recognition of the traits that differentiate the letters and their articulation in graphemes, associated with the sound values they represent (function of distinguishing meanings) have to be automated so the reader can be free to understand the text (SCLIAR-CABRAL, 2013). If the ability is not automated, which occurs in most dyslexics, the child will not be able to learn to read fluently.

### ***Course 3: Dyslexia: causes and consequences***

- Teachers should be able to draw a distinction between learning difficulties and reading disorders, in particular dyslexia, and , above all, to identify early signs of this condition.
- Dyslexia is a specific learning disorder. Dyslexia is characterized by impairment in reading, more specifically in accuracy and speed of word recognition, which may or may not be combined with low spelling abilities.
- The recognition of the traits that differentiate the letters and their articulation in graphemes, associated with the sound values they represent (function of distinguishing meanings) have to be automated so the reader can be free to understand the text (SCLIAR-CABRAL, 2013). If the ability is not automated, which occurs in most dyslexics, the child will not be able to learn to read fluently.

### ***Course 4: Literacy for Youth and Adults***

- Although many efforts are already made through the Schooling for Youth and Adults program (Educação de Jovens e Adultos, *EJA*), in the classrooms the adopted instruction programs do not rely on neuroscientific evidence.
- To achieve better adequacy between scientific knowledge on reading learning and literacy teaching methods without inducing huge societal costs, we need an evidence-based, optimized, literacy learning method that allows illiterate adults to rapidly develop autonomous decoding skills.



## PROJECT 2: From literacy to fluent reading with understanding

**Coordinator:** Dr. [Viviane Verdu Rico](mailto:viviane.verdu@gmail.com) ([viviane.verdu@gmail.com](mailto:viviane.verdu@gmail.com))

Psychologist, Psychology Department, FAFICH/UFMG.

**Keywords:** Literacy, sentence reading, reading fluency, teaching reading

**Objective:** To develop and to improve procedures and software for reading teaching at different levels (literacy, reading of sentences, fluent reading) for children who fail in school.

### Conceptual framework

- Researchs in Applied Behavior Analysis have been effective in teaching word reading and fluent reading of texts for students who have failed these skills;
- The ALEPP (Learning to Read and Write in Small Steps, in Portuguese) software, used in Brazil for more than 30 years.

## PROJECT 2: From literacy to fluent reading with understanding

### Goals

- As for the ALEPP software:
  - to making it more attractive interface
  - to add to it modules for specific skills (phonological consistency and fluent reading)
  - To test the effectiveness of a reduced version
- To evaluate whether teaching pre-reading skills promotes reading learning
- To evaluate fluency reading training procedures
- To establish reading fluency parameters for Brazilian students by school year.
- To verify if the abilities of expressive vocabulary and syllabic awareness influence the initial reading learning
- To verify whether the ability to differentiate between similar letters reduces reading errors in literacy
- To evaluate repeated reading and guided reading as fluent reading teaching procedures;



# Postgraduate Program in Psychology: Cognition and Behaviour – FAFICH

## PROJECT 2: Behavioral management in the classroom: procedures and teacher training

**Coordinator:** Dr. Viviane Verdu Rico

Psychologist, Psychology Department, FAFICH/UFMG.

**Keywords:** behavior problems, classroom, teacher training

- **Objective:** to develop procedures to manage behavior problems in the classroom as well as a teacher training protocol to analyze and intervene in the classroom in order to promote a more adequate learning environment.

---

Formal reading assessment tools created in  
the Laboratory of Cognitive Processes  
(LabCog) Psychology Department,  
FAFICH/UFMG

**Coordinator:** [Prof. Ângela Maria Vieira Pinheiro](#)

# 1. Word Reading Task

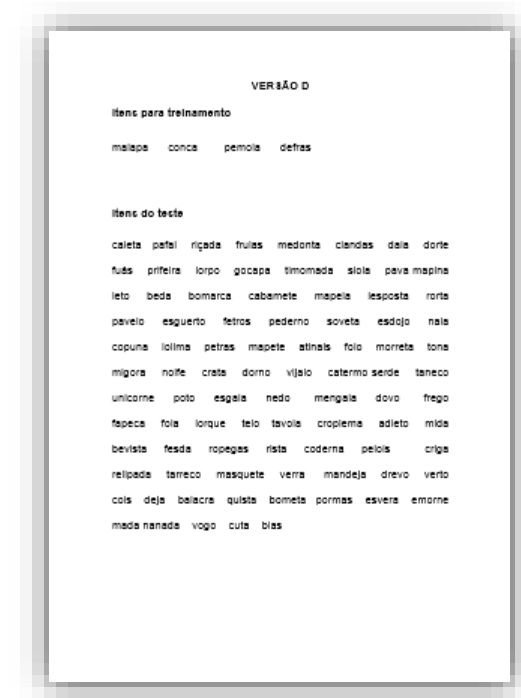
- Leitura em voz alta de 88 palavras isoladas
- variando em:
  - frequência de ocorrência (AF e BF)
  - comprimento (curta, média e longa)
  - regularidade bidirecional  
(regular e irregular para a correspondência g-f/f-g)

VERSÃO A							
Itens para treinamento							
mundo	navio	vento	livro	turma			
Itens do teste							
porque	cometa	depois	figura	colegas	fala	resta	
primeira	forno	escola	monarca	plantas	briga	animais	
uniforme	cocada	materna	neto	perto	danada	menina	
verde	sacola	bola	moderna	veja	medo	coluna	
basquete	formas	bandeja	problema	corpo	vida	prego	
revista	redonda	dois	frota	delicada	melo	bengala	
tijolo	logo	gaveta	resposta	duas	novo	limonada	
caderno	queda	dona	noite	frutas	colo	cava	rebanete
maleta	papel	terra	capela	metros	nada	estorjo	moto
colina	torta	sapeca	marreco	correta	espera	dias	
caneca	festa	atleta	viola	picada	enorme	palavra	
favela	esquerda	luta	letras	forte	sala	trevo	plata
tapete							



## 2. Nonword Reading Task

- Leitura em voz alta de 88 pseudopalavras isoladas
- Possuem a mesma estrutura ortográfica de palavras reais e
- variando em:
  - comprimento (curta, média e longa)



(Pinheiro, 2012)

### 3. Reading test: Sentence Comprehension (TELCES)

- Em processo de normatização (Vilhena e Pinheiro).
- 40 frases isoladas e incompletas, seguidas de cinco alternativas, com apenas uma resposta correta.
  - Treino: 4 frases respondidas de forma coletiva e explícita.
  - Teste: 36 frases respondidas em silêncio, sem ajuda do instrutor.
- Tempo de aplicação: 5 minutos contados a partir do início do teste efetivo.

### 3. Reading test: Sentence Comprehension (TELCS)

## Front page – Personal information and training

Nome: \_\_\_\_\_

Sexo: Masculino / Feminino

Ano Escolar: 2º / 3º / 4º / 5º

Nascimento: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Idade: \_\_\_\_\_

Data de hoje: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

#### *Jogo de Treino*

1. A menina vestiu uma (rosa, pipa, roda, rua, roupa).
2. A estação fica no meio da (unidade, metade, cidade, grande, onde).
3. Todos os cachorros têm quatro (olhos, balas, pipas, patas, dedos).
4. Ele inclinou-se sobre o poço e caiu no (fundo, segundo, funil, futuro, furado).

### 3. Reading test: Sentence Comprehension (TELCS)

#### Pages 2 e 3 – Sentences 1-24

1. Você poderia limpar a sala com uma (tesoura, manga, pente, cenoura, vassoura).
2. Eu adoraria ir à praia para tomar um banho de (maior, melhor, mar, par, formar).
3. Um cômodo onde se guarda livros chama-se (pesca, biblioteca, banheiro, salão, pasto).
4. Pegue a sacola e vá comprar (notas, crianças, palavras, laranjas, parcelas).
5. Ele espremeu a mão na porta e começou a chorar aos (gritos, ruídos, escritos, vidros, frios).
6. Na brincadeira, meu amigo e eu sujamos nossa (letra, mão, pão, não, ponte).
7. É primavera e os jardins estão floridos com (novas, roupas, casas, rosas, folhas).
8. Ele ligou o rádio para ouvir as (delícias, corretas, notícias, coloridas, tabelas).
9. Ele quebrou o prato e por isso se (abanou, imaginou, cutucou, desmaiou, machucou).
10. O meu tio, depois de muito estudo, tornou-se um (jacaré, ninho, médico, senhor, comércio).
11. O meu irmão fez uma viagem à África e trouxe uma bela (vila, estátua, miragem, esquina, tempestade).
12. Minha mãe disse para não comer o bolo porque ainda está (valente, gostoso, bondoso, dente, quente).

13. As pessoas se assustaram: a locomotiva saiu dos (ouvidos, trilhos, astros, traços, troncos).
14. Quando for dormir, espero que tenha bons (sonhos, preços, cozidos, sorrisos, tecidos).
15. Vou lavar a louça amanhã de manhã porque estou com sono e prefiro ir para a (mata, pata, gata, cama, cesta).
16. Por que você não usa a faca para comer a (chave, chega, cheia, carne, cante)?
17. Da cratera do vulcão saem, de pouco em pouco, ondas de (selva, lava, cava, clava, mala).
18. Eles trabalham o dia inteiro, e à noite eles (conservam, expressam, processam, atravessam, descansam).
19. Quando a xingam e a castigam, ela fica (chateada, atrasada, deitada, empregada, cruel).
20. Um homem que dirige um veículo é chamado de (mecânico, companheiro, cientista, motorista, maquinista).
21. Ela saiu correndo de casa, por isso esqueceu sua (prosa, boba, bolsa, bolha, cebola).
22. Os nossos vizinhos compraram um cão grande e mau para ficar na porta da casa de (corda, girafa, nação, farda, guarda).
23. Nas noites de inverno as gotas de chuva são (tias, vazias, frias, salas, velas).
24. Se colocarmos o rádio muito alto, podemos incomodar os (viadutos, joelhos, partidos, vizinhos, passeios).

### 3. Reading test: Sentence Comprehension (TELCS)

#### Pages 2 e 3 – Sentences 25-36

25. Nós fomos de carro até o parque, onde nos sentamos na grama para comer o nosso (lanche, plante, cheiro, rugido, ache).
26. Dentre todos os jogos, você prefere ping-pong, sinuca, dominó ou (portas, cartas, tortas, rins, fartas)?
27. O marido de uma filha é para a mãe dessa filha o (gênio, gentil, genro, generoso, general).
28. Aconteceu uma coisa engraçada a um pescador: ele pescou uma (lula, truta, carpa, sardinha, bota).
29. Nós fomos passear na praia e pegamos na areia algumas (tochas, conchas, colinas, manchas, colchas).
30. Todos saíram de casa para ver os estragos provocados pela (explosão, expansão, extinção, excursão, exceção).
31. As geladeiras evitam que a comida fique (enferrujada, estragada, desligada, resfriada, morta).
32. Já que está muito quente aqui, por que você não liga o (cobertor, colchão, ventilador, carregador, corredor)?
33. Quando andar na rua, é preciso ter muita atenção aos carros para não ser (enrolado, planejado, acabado, controlado, atropelado).
34. Eles combinaram de ir assistir à corrida no próximo domingo porque gostam de ver os carros correrem na (pista, pasta, cesta, rota, blusa).
35. O mágico, ao pôr uma faca na palma da mão, nos deixou (contratados, sentados, entrevistados, assustados, devastados).
36. As pessoas gostam do que é novidade porque isso satisfaz a sua (curiosidade, dignidade, honestidade, vaidade, justiça).

### 3. Reading test: Sentence Comprehension (TELCS)

#### Normalization

*Normas para escolas estaduais de Belo Horizonte de acordo com o ano escolar e a idade cronológica da criança.*

Desempenho de leitura	Percentil	Ano escolar				Idade em anos				
		2º	3º	4º	5º	7	8	9	10	11
Transtorno	7	0	2	6	10	0	2	3	9	12
	10	0	4	8	12	0	3	6	10	13
	15	3	7	11	14	0	5	10	13	17
Dificuldade	25	5	10	13	18	4	6	12	16	21
Média	30	6	11	15	19	5	7	13	17	23
	40	7	13	17	22	7	9	15	19	25
	50	8	15	19	24	8	11	17	22	26
Acima da média	60	10	17	22	26	10	13	19	24	27
	70	12	19	25	27	12	15	22	26	29
	80	13	22	26	30	13	17	25	29	32
Superior	90	16	26	29	33	15	23	28	31	35
	95	22	28	32	35	18	26	30	34	36

### 3. Reading test: Sentence Comprehension (TELCS) Publications

DYSLEXIA

Published online in Wiley Online Library  
(wileyonlinelibrary.com). DOI: 10.1002/dys.1521

#### ■ Reading Test—Sentence Comprehension: An Adapted Version of Lobrot's Lecture 3 Test for Brazilian Portuguese

Douglas de Araújo Vilhena<sup>1</sup>, Ana Sucena<sup>2</sup>, São Luís Castro<sup>3</sup> and  
Ângela Maria Vieira Pinheiro<sup>1\*</sup>

<sup>1</sup>Department of Psychology, Universidade Federal de Minas Gerais, Brazil

<sup>2</sup>School of Allied Health Sciences, Instituto Politécnico do Porto, Portugal

<sup>3</sup>Faculty of Psychology and Educational Sciences, Universidade do Porto, Portugal

Dyslexia

Q2

Developmental and  
Educational  
Psychology  
best quartile

SJR 2017

0.64



powered by scimagojr.com

**Qualis: A2**

**H Index: 43**



## 4. Scale of Evaluation of Reading Competence by the teacher (EACOL)

- Instrumento desenvolvido para orientar de forma rápida e eficiente professores na avaliação do desempenho de leitura de crianças
- Alvo: professores do 2º ao 5º ano do Ensino Fundamental (EF)
- Subtestes:
  - Leitura em Voz Alta: prosódia, compreensão, rapidez e acurácia no reconhecimento de palavras.
  - Leitura Silenciosa: compreensão e capacidade de síntese oral.



## 4. Scale of Evaluation of Reading Competence by the teacher (EACOL) – Forms A and B

- Escala foi adequada ao desenvolvimento escolar:
  - Forma A:
    - para o 2º ano do EF ( $\approx$  7 anos)
    - 8 itens de Leitura em Voz Alta
    - 7 itens de Leitura Silenciosa
  - Forma B:
    - para o 3º ao 5º ano do EF ( $\approx$  8 a 10 anos)
    - 12 itens de Leitura em Voz Alta
    - 9 itens de Leitura Silenciosa

# 4. Scale of Evaluation of Reading Competence by the teacher (EACOL) – Form A

## ESCALA DE AVALIAÇÃO DA COMPETÊNCIA DE LEITURA PELO PROFESSOR (EACOL)

Aluno: \_\_\_\_\_ Nascimento: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Sexo: M / F Ano Escolar: 2º

Professora: \_\_\_\_\_ Escola: \_\_\_\_\_ Data de Hoje: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Nº	AVALIAÇÃO DA LEITURA EM VOZ ALTA	Verdade	Falso	Às vezes	Não sei
1	Demonstra ter entendido o que leu quando indagado sobre o texto lido.				
2	Lê com entonação compatível com a pontuação, expressando emoções e sentimentos de acordo com o texto lido. Por exemplo: dá entonação de questionamento, em toda a sentença, quando há sinal de interrogação no texto; dá entonação de alegria ou de surpresa, em toda a sentença, quando há sinal de exclamação.				
3	Lê muito devagar, sem ritmo, soletrando cada sílaba, não observando a pontuação.				
4	Lê de forma rápida e correta as palavras “conhecidas”.				
5	Lê com ritmo, nem tão devagar, nem tão rápido.				
6	Lê com dificuldade as palavras “conhecidas”.				
7	Não observa a entonação compatível com os sinais de pontuação, fazendo uma leitura em um só tom.				
8	Lê, mas não sabe contar o que leu, nem quando estimulado com questões.				

Nº	AVALIAÇÃO DA LEITURA SILENCIOSA DE UM TEXTO	Verdade	Falso	Às vezes	Não sei
01	É capaz de identificar personagens, lugares e ideias principais após a primeira leitura.				
02	Não é capaz de resumir oralmente o que leu.				
03	É capaz de identificar o assunto a partir do título ou vice-versa.				
04	É capaz de escolher um título para passagens apresentadas sem título, ou mesmo um título alternativo para passagens com título.				
05	É capaz de resumir oralmente o que leu.				
06	Não identifica o assunto a partir do título ou vice-versa.				

## 4. Scale of Evaluation of Reading Competence by the teacher (EACOL) – Form B

### ESCALA DE AVALIAÇÃO DA COMPETÊNCIA DE LEITURA PELO PROFESSOR (EACOL)

Aluno: \_\_\_\_\_ Nascimento: \_\_\_\_ / \_\_\_\_ / \_\_\_\_ Sexo: M / F Ano Escolar: 3º / 4º / 5º

Professora: \_\_\_\_\_ Escola: \_\_\_\_\_ Data de Hoje: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Nº	AVALIAÇÃO DA LEITURA EM VOZ ALTA	Verdade	Falso	Às vezes	Não sei
01	Lê, mas não sabe contar o que leu, nem quando estimulado com questões.				
02	Lê com entonação compatível com a pontuação, expressando emoções e sentimentos de acordo com o texto lido. Por exemplo: dá entonação de questionamento, em toda a sentença, quando há sinal de interrogação no texto; dá entonação de alegria ou de surpresa, em toda a sentença, quando há sinal de exclamação.				
03	Lê muito devagar, sem ritmo, soletrando cada sílaba, não observando a pontuação.				
04	Lê soletrando tanto palavras “novas” quanto as palavras “conhecidas”.				
05	Não observa a entonação compatível com os sinais de pontuação, fazendo uma leitura em um só tom.				
06	Lê corretamente as palavras “novas”.				
07	Lê de forma clara, sem “atropelar” ou “engolir” as sílabas. Quem ouve a leitura entende bem o que está sendo lido.				
08	Frequentemente comete erros ao ler palavras “novas”.				
09	Lê de forma rápida e correta as palavras “conhecidas” e as palavras “pouco conhecidas”.				
10	Demonstra ter entendido o que leu quando indagado sobre o texto lido.				
11	Tem grande dificuldade para ler em voz alta.				
12	Lê com ritmo, nem tão devagar, nem tão rápido.				

Nº	AVALIAÇÃO DA LEITURA SILENCIOSA DE UM TEXTO	Verdade	Falso	Às vezes	Não sei
01	É capaz de identificar personagens, lugares e ideias principais após a primeira leitura.				
02	Lê sem pronunciar as palavras ou sem movimentar os lábios, apenas movimentando os olhos.				
03	Não é capaz de resumir oralmente o que leu.				
04	É capaz de identificar o assunto a partir do título ou vice-versa.				
05	Não consegue ler sem fazer movimentos de lábios ou sem pronunciar as palavras.				
06	É capaz de escolher um título para passagens apresentadas sem título, ou mesmo um título alternativo para passagens com título.				
07	Não identifica personagens, lugares ou ideias principais.				
08	É capaz de resumir oralmente o que leu.				
09	Não identifica o assunto a partir do título ou vice-versa.				

## 4. Scale of Evaluation of Reading Competence by the teacher (EACOL) – Revised Version

### **Revised version of the Scale of Evaluation of Reading Competence by the Teacher: final validation and standardization\***

**Versión revisada de la Escala de Evaluación de la Competencia  
de Lectura por el Profesor: validación final y estandarización**

Received: June 16, 2015 | Accepted: October 10, 2016

**Douglas de Araújo Vilhena\***

Universidade Federal de Minas Gerais, Brasil

**Ângela Maria Vieira Pinheiro\*\***

Universidade Federal de Minas Gerais, Brasil

| Universitas Psychologica | Colombia | V. 15 | No. 4 | Octubre-Diciembre | 2016 | ISSN 1657-9267 |

Universitas Psychologica

Q4

Psychology  
(miscellaneous)

best quartile

SJR 2017

0.19

powered by scimagojr.com

**Qualis: A1**

**H Index: 17**

# Scale of Evaluation of Reading Competence by the teacher (EACOL)

Neuropsychiatric Disease and Treatment

Dovepress

open access to scientific and medical research

 Open Access Full Text Article

ORIGINAL RESEARCH

## EACOL (Scale of Evaluation of Reading Competence by the Teacher): evidence of concurrent and discriminant validity

Hugo Cogo-Moreira<sup>1</sup>

George B Ploubidis<sup>2</sup>

Clara Regina Brandão de Ávila<sup>3</sup>

Jair de Jesus Mari<sup>1</sup>

Angela Maria Vieira

Pinheiro<sup>4</sup>

Neuropsychiatric Disease and Treatment 2012;8 443–454



**Qualis: B2**

**H Index: 47**



## 4. Scale of Evaluation of Reading Competence by the teacher (EACOL)

ISSN 1678-7153

Psychology/Psicologia Reflexão e Crítica, 28(1), 1-10. – DOI: 10.1590/1678-7153.201528109

### EACOL – Escala de Avaliação da Competência em Leitura Pelo Professor: Construção por meio de Critérios e de Concordância entre Juízes

*EACOL - Scale of Evaluation of Reading Competence by the Teacher:  
Development through Criteria and Agreement among Judges*

Ângela Maria Vieira Pinheiro\* & Anna Edith Bellico da Costa  
*Universidade Federal de Minas Gerais, Belo Horizonte, MG, Brasil*



**Qualis: A1**

**H Index: 16**

## 4. Scale of Evaluation of Reading Competence by the teacher (EACOL)

ISSN 1413-389X

Temas em Psicologia – 2013, Vol. 21, nº 2, 499-511

DOI: 10.9788/TP2013.2-15

### **Escala da Avaliação da Competência da Leitura pelo Professor (EACOL) – Evidências de Validade de Critério**

**Patrícia Silva Lúcio<sup>1</sup>**

*Departamento de Psicologia e Psicanálise da Universidade Estadual de Londrina,  
Londrina, Brasil*

**Ângela Maria Vieira Pinheiro**

*Departamento de Psicologia da Universidade Federal de Minas Gerais,  
Belo Horizonte, Brasil*

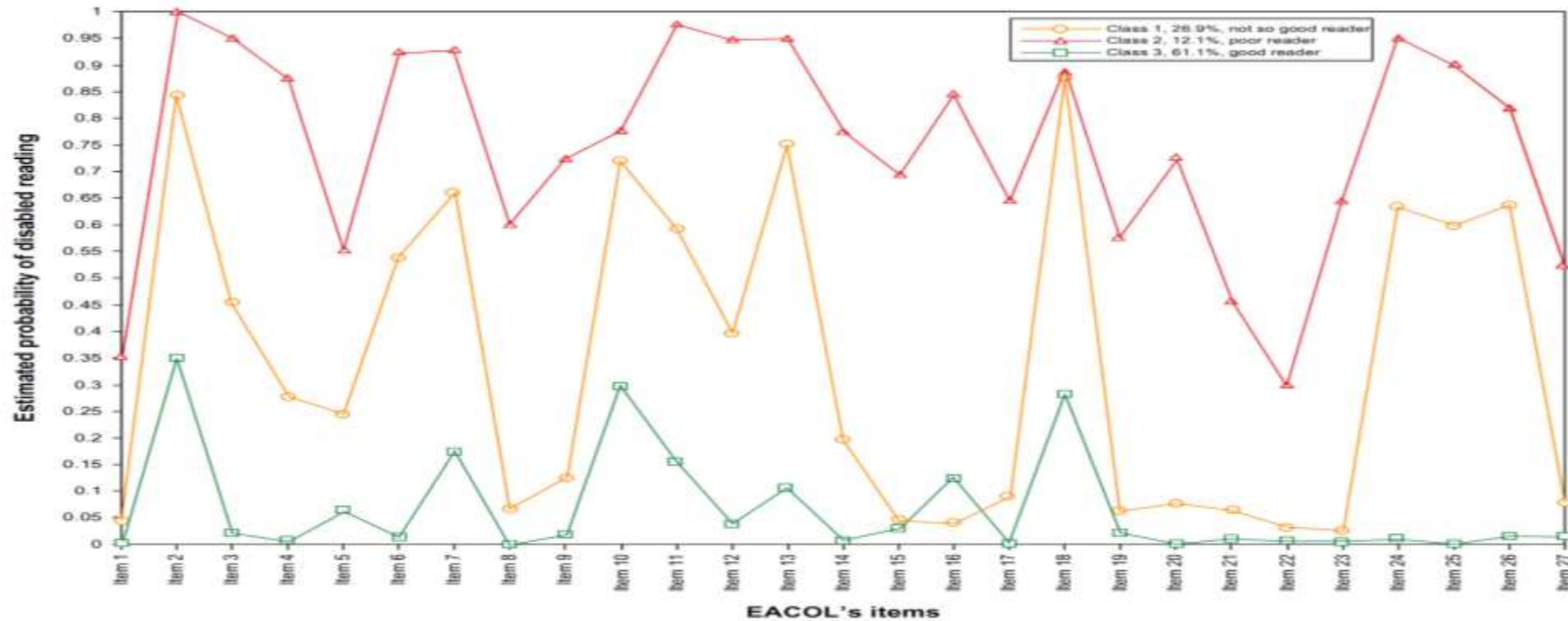


**Qualis: A2**

**H Index: 3**

# EACOL – Validation Study

Análise de Classes Latentes para a amostra de BH





## 5. Rate of Reading Test

### Adaptation and content validation

- Adaptação do *Wilkins Rate of Reading Test*.
- Validade de conteúdo
  - Controles linguísticos
  - Controles estruturais
  - Confronto dos itens com o construto
  - Consulta a dois juízes independentes
- Letra tamanho 9, espaçamento simples

lua fada mar vida tatu pé ar rei dia já boi ave cor ovo rã  
mar rei pé ar boi fada rã ovo ave cor lua vida dia tatu já  
ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pé  
boi ave rã ovo vida ar pé rei cor dia lua já fada mar tatu  
vida fada lua dia rei tatu boi já mar pé rã ar cor ave ovo  
rã dia rei tatu cor já ar ave pé fada vida ovo lua mar boi  
já vida lua ovo ar pé dia tatu cor rã mar boi rei fada ave  
rei rã cor já fada vida mar ave boi lua ovo dia tatu pé ar  
pé fada tatu mar dia boi lua rei ovo cor já ave ar vida rã  
ar ovo boi cor rei já tatu dia vida ave rã fada pé lua mar

# 5. Rate of Reading Test

## Treining + TEST ABBA

Treino		Teste		
Sem Lâmina	Com lâmina	Sem lâmina	Sem lâmina	Com lâmina
<p>TREINO: SEM LÂMINA ESPECTRAL (30 segundos)</p> <p>Uma das dificuldades de ler é a de ler com velocidade. Para isso é necessário que o leitor tenha uma boa compreensão do texto e que ele seja capaz de ler com rapidez. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática.</p>	<p>TESTE 1: COM LÂMINA ESPECTRAL (30 segundos)</p> <p>Uma das dificuldades de ler é a de ler com velocidade. Para isso é necessário que o leitor tenha uma boa compreensão do texto e que ele seja capaz de ler com rapidez. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática.</p>	<p>TESTE 2: SEM LÂMINA ESPECTRAL (30 segundos)</p> <p>Uma das dificuldades de ler é a de ler com velocidade. Para isso é necessário que o leitor tenha uma boa compreensão do texto e que ele seja capaz de ler com rapidez. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática.</p>	<p>TESTE 3: SEM LÂMINA ESPECTRAL (30 segundos)</p> <p>Uma das dificuldades de ler é a de ler com velocidade. Para isso é necessário que o leitor tenha uma boa compreensão do texto e que ele seja capaz de ler com rapidez. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática.</p>	<p>TESTE 4: COM LÂMINA ESPECTRAL (30 segundos)</p> <p>Uma das dificuldades de ler é a de ler com velocidade. Para isso é necessário que o leitor tenha uma boa compreensão do texto e que ele seja capaz de ler com rapidez. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática. A leitura rápida é uma habilidade que pode ser desenvolvida com a prática.</p>

## 5. Rate of Reading Test

[illegible]

**TESTE DE LEITURA: VELOCIDADE DE RECONHECIMENTO**  
*CRIVO DE CORREÇÃO*

Nome: \_\_\_\_\_ Sexo: Masc. / Fem.  
Escolaridade: \_\_\_\_\_ Lâmina Espectral: \_\_\_\_\_  
Nascimento: \_\_\_\_/\_\_\_\_/\_\_\_\_ Data de hoje: \_\_\_\_/\_\_\_\_/\_\_\_\_ Idade: \_\_\_\_\_

# 5. Rate of Reading Test

**TESTE DE LEITURA: VELOCIDADE DE RECONHECIMENTO**  
**CRUIJO DE CORREÇÃO**

Nome: \_\_\_\_\_ Sexo: \_\_\_\_\_  
Escola: \_\_\_\_\_ Aluno: \_\_\_\_\_  
Maturidade: \_\_\_\_\_ Data de hoje: \_\_\_\_\_ Idade: \_\_\_\_\_

#	TESTE 1: COM LÂMINA	TESTE 2: SEM LÂMINA
15	lua fada mar vida tatu pã ar rei dia já boi ave cor ovo rã	lua fada mar vida tatu pã ar rei dia já boi ave cor ovo rã
30	mar rei pã ar boi fada rã ovo ave cor lua vida dia tatu já	mar rei pã ar boi fada rã ovo ave cor lua vida dia tatu já
45	ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pã	ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pã
60	boi ave rã ovo vida ar pã rei cor dia lua já fada mar tatu	boi ave rã ovo vida ar pã rei cor dia lua já fada mar tatu
75	vida fada lua dia rei tatu boi já mar pã rã ar cor ave ovo	vida fada lua dia rei tatu boi já mar pã rã ar cor ave ovo
90	rã dia rei tatu cor já ar ave pã fada vida ovo lua mar boi	rã dia rei tatu cor já ar ave pã fada vida ovo lua mar boi
105	já vida lua ovo ar pã dia tatu cor rã mar boi rei fada ave	já vida lua ovo ar pã dia tatu cor rã mar boi rei fada ave
120	rei rã cor já fada vida mar ave boi lua ovo dia tatu pã ar	rei rã cor já fada vida mar ave boi lua ovo dia tatu pã ar
135	pã fada tatu mar dia boi lua rei ovo cor já ave ar vida rã	pã fada tatu mar dia boi lua rei ovo cor já ave ar vida rã
150	ar ovo boi cor rei já tatu dia vida ave rã fada pã lua mar	ar ovo boi cor rei já tatu dia vida ave rã fada pã lua mar
165	lua fada mar tatu vida pã ar rei dia já boi ave cor ovo rã	lua fada mar tatu vida pã ar rei dia já boi ave cor ovo rã
180	mar rei pã ar boi fada rã ovo ave cor lua vida dia tatu já	mar rei pã ar boi fada rã ovo ave cor lua vida dia tatu já
195	ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pã	ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pã
210	boi ave rã ovo vida ar pã rei cor dia lua já fada mar tatu	boi ave rã ovo vida ar pã rei cor dia lua já fada mar tatu
225	vida fada lua dia rei tatu boi já mar pã rã ar cor ave ovo	vida fada lua dia rei tatu boi já mar pã rã ar cor ave ovo
240	rã dia rei tatu cor já ar ave pã fada vida ovo lua mar boi	rã dia rei tatu cor já ar ave pã fada vida ovo lua mar boi
255	já vida lua ovo ar pã dia tatu cor rã mar boi rei fada ave	já vida lua ovo ar pã dia tatu cor rã mar boi rei fada ave
270	rei rã cor já fada vida mar ave boi lua ovo dia tatu pã ar	rei rã cor já fada vida mar ave boi lua ovo dia tatu pã ar
285	pã fada tatu mar dia boi lua rei ovo cor já ave ar vida rã	pã fada tatu mar dia boi lua rei ovo cor já ave ar vida rã
300	ar ovo boi cor rei já tatu dia vida ave rã fada pã lua mar	ar ovo boi cor rei já tatu dia vida ave rã fada pã lua mar

**Cálculo da porcentagem de influência das lâminas espectrais na velocidade de leitura:**

Velocidade com a lâmina espectral (Linha 1 + Linha 2) = \_\_\_\_\_  
Velocidade sem a lâmina espectral (Linha 2 + Linha 3) = \_\_\_\_\_  
[(Linha 1 - Linha 2) / (Linha 1 + Linha 2)] x 100 = \_\_\_\_\_ %

#	TESTE 1: COM LÂMINA	/min
15	lua fada mar vida tatu pã ar rei dia já boi ave cor ovo rã	
30	mar rei pã ar boi fada rã ovo ave cor lua vida dia tatu já	
45	ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pã	
60	boi ave rã ovo vida ar pã rei cor dia lua já fada mar tatu	
75	vida fada lua dia rei tatu boi já mar pã rã ar cor ave ovo	
90	rã dia rei tatu cor já ar ave pã fada vida ovo lua mar boi	
105	já vida lua ovo ar pã dia tatu cor rã mar boi rei fada ave	
120	rei rã cor já fada vida mar ave boi lua ovo dia tatu pã ar	
135	pã fada tatu mar dia boi lua rei ovo cor já ave ar vida rã	
150	ar ovo boi cor rei já tatu dia vida ave rã fada pã lua mar	
165	lua fada mar tatu vida pã ar rei dia já boi ave cor ovo rã	
180	mar rei pã ar boi fada rã ovo ave cor lua vida dia tatu já	
195	ovo cor dia mar ave lua já vida fada ar tatu boi rei rã pã	
210	boi ave rã ovo vida ar pã rei cor dia lua já fada mar tatu	
225	vida fada lua dia rei tatu boi já mar pã rã ar cor ave ovo	
240	rã dia rei tatu cor já ar ave pã fada vida ovo lua mar boi	
255	já vida lua ovo ar pã dia tatu cor rã mar boi rei fada ave	
270	rei rã cor já fada vida mar ave boi lua ovo dia tatu pã ar	
285	pã fada tatu mar dia boi lua rei ovo cor já ave ar vida rã	
300	ar ovo boi cor rei já tatu dia vida ave rã fada pã lua mar	

## 5. Rate of Reading Test

[illegible]

**Cálculo da porcentagem da influência das lâminas espectrais na velocidade de leitura:**

## Média com Lâmina

(Lista 1 + Lista 4) ÷ 2 = \_\_\_\_\_/min

### Média sem Lâmina

(Lista 2 + Lista 3)  $\div$  2 = \_\_\_\_\_/min

$$\frac{[\text{Média com Lâmina} - \text{Média Sem Lâmina}]}{\text{Média Sem Lâmina}} \times 100$$

Sem Lâmina



# *Deliberation in Public Schools: creating deliberative capabilities*

TEMA 4: HUMAN RIGHTS

Projeto 4.7: Educação como direito humano/  
Education as a Human Right

Profª. Drª. Rousiley C. M. Maia

Postgraduate Program in Social Communication  
Faculty of Human Science and Philosophy (FAFICH)



# Conceptual framework

- Deliberative democracy
- Civic Education - Deliberative Pedagogy
- Theory of Recognition



# Existing competencies and expertise



. Multidisciplinary research involving scholars from the fields of Communication, Political Science, Education and Computer Science

The project gathers researchers from UFMG, UFPA, University of Bern and University of North Carolina at Chapel Hill.


It establishes partnership with the Brazilian Ministry of Education (MEC) and local Secretary of Education (SEE)



# Goals

- To produce innovative knowledge on teaching and learning deliberative capabilities
- To conduct workshops on principles, behaviors and attitudes that make the discussion about social conflicts successful
- To create multimedia materials and a legacy website to train possible multipliers of the project
- To establish partnerships between researchers, City/State Departments of Education and public schools

# Research questions



Is it possible to teach and learn deliberative capacities?

What conditions favour deliberative engagement among adolescent students?

# Previous and ongoing project

- Deliberative Systems and Interconnected Media

INCT “Institute of Democracy and democratization of Communication”

University of Mannheim (Germany)

- Deliberation Across Deeply Divided society

University of North Carolina at Chapel Hill (US)

University of Bern (Switzerland)

# Existing funding lines

- CNPq 22/2016 – Pesquisa e Inovação em Ciências Humanas, Sociais e Sociais Aplicadas. Line 2- Citizenship, violence and human rights
- Capes 38/2017 – In partnership with Secretaria de Educação Continuada, Alfabetização Inclusão do Ministério da Educação (SECADI/MEC)

# References

- Asen, R. (2015) *Democracy, Deliberation, and Education*, Penn State University Press; 1 e
- Shaffer, T. J. (2018) *Deliberative Pedagogy: Teaching and Learning for Democratic Engagement*
- Steiner J. et al. (2017) *Deliberation across deeply divided societies*. Cambridge, MA: University Press, 2017
- Gershtenson, J.; Rainey, G. Jr. and Rainey, J. (2010). Creating better citizens? Effects of a model citizens' assembly on student political attitudes and behavior. *Journal of Political Science Education*, 6(2), 95–116.
- Neblo, M. A. (2015). *Deliberative democracy between theory and practice*. Cambridge, MA: Cambridge University Press.
- Samuelsson, M., and Bøyum, S. (2015). Education for deliberative democracy: Mapping the field. *Utbildning och Demokrati*, 24(1), 75–94.