Case Study Brazil

Distance education in Brazil:
Using tablet computers as a way to communicate with students in remote areas

Sonia Ana Charchut Leszczinski
Federal University of Technology, Paraná, Brazil
Promising Practices TVET

- Sonia Ana C. Leszczynski
Federal system expansion

- 1909 – 2002: 140 technical schools
- 2003 – 2010: Ministry of Education 214 plan to expand the network of federal vocational education
- Schools were federalized

MEC invested more than $1.1 billion in the expansion of professional education.
INSTITUTIONS

• Institutos Federais de Educação, Ciência e Tecnologia - 38
• Centros Federais de Educação Tecnológica - 2
• Escolas Técnicas Vinculadas às Universidades Federais - 25
• Universidade Tecnológica Federal – 1
• In addition:
  S System – SENAI, SEBRAE, SESI, SESC, SENAR
Challenges

- Deliver technical education in remote areas
- Use tablets as low cost and high quality resource
EAD PROFISSIONAL REMOTA ASSÍNCRONA

Professional remote asynchronous e-learning

PROPOSTA DE PROJETO DE PESQUISA E DESENVOLVIMENTO DE TECNOLOGIA

Proposal for a research project and technology development

Prof. Dr. Henrique Oliveira da Silva
Coordenador de Tecnologia na Educação
Universidade Tecnológica Federal do Paraná - UTFPR
Possible applications & modes of use

- iTunes U
- Apps
- Cloud Scorm
- Tin Can
- Androide

- Tablets: som, vídeo, foto, comunicação, aplicativos, baixo TCO
- Rede local de comunicação
- Interação por SMS
Modelo de Comunicação Assíncrona

Asynchronous communication model

Atualização realizada durante a noite
Updating overnight
Infraestrutura de Rede Local

Antena

Roteador

Servidor

Hub
Arquitetura de Serviços

Service architecture
FIEP – CPCE

Parana Council of Entrepreneurial Citizenship in Federation of Industries of PR
Movimento Parana Educando na Sustabilidade
(Movement Parana Educating on Sustainability)

Ground floor
ODM – 8 ways to change the world;
Ten principles of Global Compact;
PRME – Principles for Responsible Management;
Carta da Terra – Leonardo Boff

The educational institutions should adopt as their managerial daily bases so the consequences in terms of Institutional Political Pedagogical Planning will move towards Sustainability.