

016-371-395

(66)

Ampl

DEMOGRÁFICA SOBRE

INSTRUÇÃO PROIBIDA

AZEVEDO, Neúza Robalinho de Paiva - Instrução programada. C. SEMAC, 17 (282): 8, jul. 1966; 17 (284): 8, set. 1966.

Técnica de auto-instrução, essencialmente individual, com possibilidades de testar a assimilação e fixação da matéria pelo aluno, baseia a aprendizagem no reforço da resposta correta.

Os programas são previamente preparados pelos professores, sendo apresentados por meios mecânicos ou não. Destacam-se as máquinas de ensinar de tipos diversos, obedecendo ao sistema "linear" de Skinner ou ao "diversificado" de Crowder, pioneiros no campo da instrução programada. Além destas, são de grande valor as fichas tratadas quimicamente ou com perfuração, os livros de textos programados ou embaralhados, oferecendo estas vantagens econômicas sobre as primeiras.

Podendo a Instrução programada ser adaptada a qualquer tipo de aluno e matéria, pesquisas vêm sendo feitas no sentido de verificar a utilidade de seu emprego às necessidades do nosso país, a exemplo dos Estados Unidos.

1.

AZZI, Rodolpho e MARCHI, Álvaro - Comparação entre modos de resposta na instrução programada. Pesq. Planejamento, 7: 78-101, jun. 1964.

Descreve as várias escolas americanas de instrução programada, isto é, a aplicação prática dos conhecimentos da análise científica da aprendizagem.

Relata duas pesquisas empreendidas pelo CRPE de S. Paulo, visando a um estudo comparado das técnicas da instrução programada, utilizando-se do "modo aberto", do "modo implícito", do "modo coberto" e do "modo intrínseco".

Nestas pesquisas foi utilizado o programa da primeira parte da tradução de "The Analysis of Behavior" de J.G. Hollnager e B.F. Skinner. Apresenta também uma sinopse de 10 pesquisas, feitas na América e no Brasil, sobre modos de respostas.

Inclui lista de notas e referências.

2.

BARANDA, Oneyr - Uma instrução programada de história. R. Assunt. Educac., 1 (1): 4-11, dez. 1967.

No ensino da história a instrução programada tem sido rejeitada sistematicamente, sob alegação de que "história não se aprende, mas se compreende" e que invalidaria a técnica de ensinar através de certo automatismo.

As a instrução programada da história e o trabalho do professor são os temas principais do livro.

Descreve o curso de história do ensino médio e reprodiz um exemplo de programa de história do curso de aperfeiçoamento de professores secundários desenvolvido pelo MEC cujo programa foi encadernado.

3.

BULLA, R. A. - O Ensino programado. Trad. Piny Wilky. C. SEMAC, 16 (280): 1-12, jul. 1965.

Com base na teoria de Skinner o ensino programado é um meio de aprendizagem que, nas suas diversas modalidades, apresenta como característica principal a medida que for constatada a assimilação da anterior,

funcionando então aquela como um reforço para a aprendizagem.

A programação Growderiana acrescenta ao método linear de Skinner, informações em casos de erro e oferece nova possibilidade de escolha da resposta. Como instrumentos utilizam os livros de esconder¹⁴, "baralhados¹⁴" ou as máquinas, considerando maior garantia de aprendizagem no uso destas últimas.

A elaboração do programa cabe a uma equipe, e envolvem geralmente nos seus itens os princípios da sugestão, das regras e exemplos, etc., sendo comumente usado nos Estados Unidos no domínio de assuntos técnicos, científicos, administrativos, da própria psicologia no que se refere a análise do comportamento, etc.

4.

L'ENSEIGNEMENT programmé. Le courrier de la Recherche Pédagogique.
Número special, jan. 1965. 119p.

Consta de três partes: na primeira aparecem os artigos introdutórios onde é definida a razão de ser da iniciativa realizada; que constou das exposições sobre o tema Instrução Programada e de estágio no Instituto Pedagógico Nacional, com o propósito de iniciação experimental as técnicas da programação. Na segunda parte, publica as nove conferencias expositivas sobre o assunto. Como terceira parte, o registro dos trabalhos experimentais de estágio, realizados pelos varios grupos, segue-se a bibliografia, o questionario distribuido sobre ensino programado e informações a respeito desse estágio realizado pelo Instituto Pedagógico Nacional.

5.

GAL, Roger - Que é ensino programado? R.bras.Est.pedag. 43 (98):287-295, abr./jun. 1965.

Cita o livro de R. Décote "Vers l'Enseignement programmé", comentando os princípios fundamentais que regem a experiencia da instrução programada: 1) pequenas etapas e progresso gradual; 2) participação ativa do aluno; 3) individualização do ensino; 4) verificação imediata.

Comenta as técnicas de programação SKINNERIANA, tipo clássico, ortodoxo, "linear", mais simples de realizar e o método Crowderiano, "ramificado", mais complexo, mas que visa a corrigir certos aspectos do primeiro que tornam incompleto um dos princípios fundamentais da instrução programada, que é o sentido da individualização do ensino.

Faz critica ao método como sendo "apolítico" sem análise real da parte de "uma lógica muito exclusivamente verbal e dedutiva", procurando com estes comentários incentivar uma instrução programada mais realmente ativa.

6.

HEGEBERG, Leonida - Métodos de ensinar. Est. Pedagógico, 29 out., 1961.

Comenta a situação, na América do Norte, das máquinas de ensinar, e o problema de que passa e dispõe o mestre para conseguir êxito em seu trabalho. São úteis no estudo da motivação para aprender, porém, até agora, fundamentalmente usadas para pesquisas educacionais.

7.

LUNSDAINE, Arthur A. - Máquinas de ensinar e instrução programada.
In: Panorama da comunicação coletiva: Panorama do conhecimento.
Rio de Janeiro, Fundo de Cultura, s.d. p. 117-130.

Método de aprendizagem autodidata, com base na teoria da re-
compensa e do reforço, utilizando diferentes tipos de máquinas
para a apresentação do programa previamente preparado sob forma
de perguntas diretas ou indiretas.

Mostra os modelos de máquinas de Pressey e Skinner nas vá-
rias modalidades, ressaltando os princípios de seu funciona-
mento.

Atenta sobre a organização destes programas para evitar o
perigo de fornecer um conhecimento padronizado.

Oferece algumas fontes de informação e bibliografia sobre o
assunto em pauta.

8.

MATA, Myrta de Queiroz - As máquinas de ensinar e o ensino programa-
do. Ens.indust., 2 (3): 12-14, abr. 1963.

Relata a experiência do Dr. Sydney Pressey, professor da Uni-
versidade da Califórnia, que construiu a primeira máquina de ensi-
nar. Coube, no entanto, ao Dr. Burrhus Frederick, introduzir o
novo método de ensino que se denominou "ensino programado". Seus
princípios baseiam-se no ensino individual, na motivação, no con-
dicionamento, na continuidade e na repetição entre outros.

9.

MUNIZ, Paulo Pereira - Estudos programados de matemática moderna.
Curriculum, 6 (12): 85-93, 2ª sem. 1967.

Modelo de estudo programado de matemática moderna aplicada no
estágio para professores que foi oferecido pelo Centro de Estudos
Pedagógicos.

10.

PINHO, Lília Sampaio de Souza - Lugar do professor na instrução pro-
gramada. R.bras.Est.pedag. 48 (108): 271-279, out./dez. 1967.

Uma nova maneira de encarar o ensino-aprendizagem surgiu em
1954 com um artigo de B.F.Skinner: "The Science of Learning, and
the Art of Teaching" onde defendia o emprego de material técnico
substituindo o professor, desencadeando daí, uma série de pesqui-
sas e experimentações que abrem novas perspectivas para o proces-
so de autodireção da aprendizagem.

Apresenta as idéias fundamentais desta nova técnica, sendo a
auto-avaliação automatizada representando uma vantagem considera-
vel em relação a situação comum de ensino.

Disserta, a seguir sobre o papel da automação na Instrução
Programada e a função do professor no referido método, afirmando
que com a difusão da instrução programada poderá sugerir uma nova
profissão: a de "planejador de programas".

11.

PEROM, Samuel - Desenvolvimento dos sistemas de ensino e a
instrução programada. R.bras.Est.pedag. 48 (108): 265-270, out./
dez. 1967.

Tem por objetivo a contribuição que a análise e desenvolvi-
mento de sistemas podem oferecer ao ensino, dentro da moderna
tecnologia da educação, considerando: 1) o significado e a impor-
tância do uso da análise de sistemas de ensino; 2) algumas con-
cepções de ensino como sistema, notadamente aquelas que se centra-
lizam no uso de instrução programada ou no de sistema de multi-

meios; 3) algumas decorrências e implicações da abordagem de sistemas de maior relevância para problemas de ensino e treinamento.

12.

PFRONI, NETTO, Samuel et alii - Tecnologia da nova educação. La Educación, 12 (45/48): 79-87, ene./dic. 1967.

As soluções propostas pela tecnologia educativa consistem em aplicar a educação, de maneira sistemática, princípios científicos derivados de recentes pesquisas experimentais em Psicologia, as comunicações e o ensino. A tecnologia educativa, também se serve das contribuições de outros campos do conhecimento humano.

A educação programada é uma técnica poderosa de modificação da conduta humana que não pode partir de objetivos vagos, inadequados ou obsoletos. O elemento essencial dessa tecnologia é o programa. Na produção de um programa é decisiva a contribuição, em equipe, de especialistas que conheçam a matéria e possam especificar o seu conteúdo e os seus objetivos, assim como de especialistas em outras matérias que sirvam de apoio aos programadores.

No Brasil o primeiro esforço para a produção do ensino programado está ligado a um projeto realizado em 1963 e 1964 pela Universidade de São Paulo sob os auspícios da UNESCO.

13.

RIO BRANCO, João Paulo do - Instrução Programada. Jornal Brasil, 30 ago. 1964.

A Instrução Programada - método de ensino e de treinamento - apresenta características que a diferem profundamente da metodologia convencional mais moderna. Nos Estados Unidos sua aplicação tem sido ampla na área industrial, para a formação de técnicos, muito embora tenham sido seus primeiros ensaios no campo pedagógico.

Na elaboração do programa o tecnólogo de comportamento deve partir de objetivos definidos e proceder por passos encadeados para a "atomização" do conhecimento a ser infundido ao estudante.

A situação ensino-aprendizagem se processa com eficiência e economia de tempo comprovados pelas experiências efetuadas em grupos paralelos, razão por que o autor considera a aplicação da I.P. de grande importância para as estruturas semi ou subdesenvolvidas, não somente em campanhas de alfabetização mas como fator de desenvolvimento econômico.

14.

ROBALINO, Neuza - Utilização atual e possibilidade da instrução programada. Com. & Mercados, 2 (9): 34-35, maio 1968.

Estimula o treinamento pelo método da instrução programada no âmbito empresarial, do comércio e da indústria, que já tendo sido aplicada com êxito nos Estados Unidos e Europa, impulsionaria o progresso dos países em desenvolvimento, com maior rapidez. Aponta o SENAC como pioneiro na iniciativa da aplicação da instrução programada no Estado da Guanabara.

15.

SCHIEFEL, Hans - Ensino programado; resultados e problemas teóricos e práticos. Trad. de Else Graf. Kalmus. [São Paulo] Melhogramen - tos e Editora da USP [1968] 180p. ilustr. (Bibl. de Educação - Ser. "Iniciação e Debates").

Resultado de um esforço no sentido de obter uma visão de conjunto do movimento que tem o nome de "ensino programado".

Inicia com o exame comparativo das teorias da aprendizagem, nas quais o "ensino programado" encontra fundamentos, descrevendo duas grandes teorias, a de Thorndike e a de Skinner.

Analisa minuciosamente os resultados de experimentos bem controlados sobre "o ensino programado", em suas diferentes formas, apontando as vantagens e as deficiências objetivamente verificadas. Uma das vantagens é prestar-se o "ensino programado" a uma adaptação mais perfeita às capacidades individuais dos alunos, inclusive ao ritmo de trabalho de cada um. O inconveniente de ordem geral consiste em que o "ensino programado" elimina as situações de vida social, e, em particular, os efeitos educativos da relação "professor-aluno", excluindo portanto deste tipo de ensino as matérias que se fundam no desenvolvimento das relações interpessoais.

Conclui que os recursos da educação programada não podem eliminar a ação direta do professor, insubstituível quando a escola pretende desenvolver nos alunos atitudes, valores sociais e morais. Inclui bibliografia.

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Uma bibliografia sobre Instrução Programada
e máquinas de aprender

Esta relação foi coligida na fase de preparação de uma pesquisa sobre instrução programada (1). A existência de um número de trabalhos muito maior do que se supunha de início, a diversidade do tipo de publicação em que aparecem (inclusive a frequência de cópias mimeografadas de divulgação limitada), bem como a ausência de critérios bem definidos para inclusão ou classificação fizeram gorar as ambições de organizar imediatamente uma bibliografia "definitiva". A lista que se segue reflete estas dificuldades: a inclusão de certos títulos (não mais que 10% do total) pode ser discutida, as referências nem sempre são satisfatórias e a classificação padece de duplicações e ambiguidades. Fornece, entretanto, um panorama bastante satisfatório do caráter polêmico e fecundo desta nova preocupação com o ensino. Algumas outras informações poderão ser prestadas por Rodolpho Azzi, CRPE de São Paulo, Cidade Universitária, que também fica obrigado por quaisquer sugestões e indicações que possam vir completar ou melhorar este trabalho.

(1) Proj. Tec. 6/62-CRPE-SP

INSTRUÇÃO PROGRAMADA

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Problemas teóricos: 3, 7, 17, 75, 158, 162, 167, 177, 184, 192, 203, 217, 222, 229, 236, 237, 238, 240, 251, 252, 255, 258, 259, 260, 261, 273, 330, 331, 386, 389, 401, 407, 414, 422, 428, 430, 455, 465, 466, 471.

Princípios na construção de programas: 63, 91, 101, 103, 104, 105, 117, 128, 129, 188, 195, 196, 228, 267, 294, 307, 316, 317, 318, 319, 330, 331, 349, 383, 394, 411, 416, 417, 446, 456, 469, 470.

Métodos de programação: 20, 24, 41, 42, 45, 96, 133, 135, 141, 147, 198, 210, 220, 235, 239, 253, 265, 266, 289, 303, 304, 330, 331, 384, 402, 440.

Dispositivos de apresentação ("máquinas" e recursos áudio-visuais): 2, 4, 5, 15, 26, 27, 29, 30, 40, 57, 64, 65, 66, 68, 76, 78, 79, 85, 93, 127, 133, 142, 153, 166, 187, 223, 224, 246, 270, 292, 293, 295, 297, 309, 326, 327, 333, 337, 347, 359, 362, 363, 364, 366, 377, 387, 395, 397, 398, 400, 418, 448, 449, 451, 457, 458, 459, 461, 467.

Programas (relatórios sobre a construção de): 19, 20, 37, 38, 47, 49, 53, 100, 102, 106, 108, 116, 130, 132, 138, 139, 144, 182, 193, 194, 215, 218, 226, 227, 234, 256, 269, 270, 279, 307, 323, 324, 325, 334, 335, 356, 357, 371, 376, 393, 408, 409, 410, 420, 429, 444, 464.

Instrução Programada e Educação: 6, 18, 22, 23, 25, 27, 31, 32, 43, 52, 64, 69, 70, 71, 92, 111, 140, 145, 148, 149, 150, 151, 152, 153, 154, 161, 168, 173, 185, 202, 204, 212, 249, 257, 265, 274, 275, 280, 288, 312, 313, 315, 320, 321, 322, 330, 336, 338, 355, 368, 369, 373, 399, 407, 412, 415, 424, 426, 427, 431, 433, 441, 460.

Variáveis na Instrução Programada: a) refôrço: 8, 17, 48, 155, 178, 264, 388, 391, 392, 432; b) modos de resposta: 50, 55, 56, 62, 97, 131, 155, 160, 190, 205, 206, 207, 208, 382, 404; c) progressão: 50, 51, 115, 134, 141, 177, 200, 210, 233, 290, 396; d) indiciação: 10, 11, 12, 13, 45, 50, 81, 88, 97, 108, 122, 147, 209, 250, 262, 263, 290, 445, 462, 463; e) confirmação: 8, 13, 14, 36, 59, 88, 97, 206, 207.

Instrução Programada e diferenças individuais: 35, 36, 50, 94, 98, 263, 341, 396, 435.

Aprendizagem de pares: 11, 12, 84, 86, 87, 88, 250, 278, 439, 462.

Avaliação e critérios de eficiência de programas: 16, 58, 59, 61, 66, 77, 89, 110, 118, 123, 156, 179, 180, 181, 183, 199, 216, 231, 232, 271, 282, 283, 286, 310, 339, 361, 437, 452.

Aplicações ao treinamento nas Forças Armadas: 37, 38, 39, 41, 44, 47, 48, 49, 55, 56, 57, 58, 59, 60, 61, 62, 66, 89, 100, 110, 126, 146, 156, 157, 201, 213, 216, 221, 225, 247, 248, 262, 310, 328.

Aplicações ao treinamento na Indústria: 41, 119, 191, 243, 244, 245, 264, 285, 299, 301, 302, 306, 342, 345, 352, 374, 375, 405, 406, 419, 420, 421, 423, 424, 425.

Diversos: 7, 9, 28, 33, 83, 95, 107, 109, 114, 124, 125, 136, 164, 169, 170, 171, 172, 175, 197, 211, 214, 230, 241, 242, 254, 272, 314, 378, 381, 443, 454.

Resenhas e bibliografias: 70, 72, 73, 74, 90, 112, 163, 174, 189, 277, 281, 298, 332, 358, 367, 380, 385, 390, 403, 442, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481.

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Equipe de Pesquisas Bibliográficas

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Em português:

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CENTRO BRASILEIRO DE PESQUISAS EDUCACIONAIS

COORDENADORIA DE DOCUMENTAÇÃO E INFORMAÇÃO EDUCACIONAIS

Unidade Bibliografia

AVALIAÇÃO - Atualização

(Custos da educação; ensino formal; execução de projetos educacionais; financiamento da educação; nível de curso; planejamento da educação; programa de curso; programa de desenvolvimento de recursos humanos; instrumento para avaliação de programas)

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RIO DE JANEIRO

MAIO - 1975

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