

INCTE 2018

3.º Encontro Internacional de Formação na Docência
3rd International Conference on Teacher Education

Livro de Resumos



INSTITUTO POLITÉCNICO DE BRAGANÇA Escola Superior de Educação

Bragança | 4 e 5 de maio | 2018

Livro de Resumos

3.º Encontro Internacional de Formação na Docência (INCTE)

3rd International Conference on Teacher Education (INCTE)

Título: 3.º Encontro Internacional de Formação na Docência (INCTE): Livro de resumos
Edição: Instituto Politécnico de Bragança
Editores: Rui Pedro Lopes, Luís Castanheira, Elisabete Mendes Silva, Graça Santos, João Sousa, Manuel Vara Pires, Cristina Mesquita, Raquel Patrício, Paula Vaz (Eds.)
Ano: 2018
ISBN: 978-972-745-240-8
Handle: <http://hdl.handle.net/10198/17373>

21st century education: progress or doom?

Cláudia Martins¹
claudiam@ipb.pt

¹Escola Superior de Educação, Instituto Politécnico de Bragança, Portugal

The reflection on teaching methods is as old as the hills and it has ensued the introduction of new strategies and methodological approaches, especially since the 17th century. A brief historical review of the primary methods since then enables us to realise the underlying, persistent thought in educators' minds of all times that there must be a more complete, more perfect approach to provide pupils and students with success. Every new method presents itself as the ultimate answer for the painstaking question: how can we reach students and teach them something worthy of their future? Method after method, approach after approach dethrones the previous, proclaiming to the winds that it is the panacea for all evils and that a new dawn in education is to rise. However, we have yet to see this bright future of education. In the 1970s, it was the communicative approach; a couple of decades later, the project- and task-based approaches. From the beginning of the new millennium on, technology has again been hailed as the definitive response, that enlightened manner to get hold of students' focus and lead them through avenues of budding success. It has become fashionable to present studies, surveys and case studies on the miracle advantages of using twitter and akin technologies in the classroom, persuading us that we have finally found the answer. Nonetheless, various studies emphasise the harmful effects of the excessive use of screens, social networks and virtual reality. From our standpoint, this is a rather desperate attempt to use the same gadgets students do – and convince them that we are on the same side of the fence – though the truth is that we are no more than another brick on the wall and the bricks are tumbling down. Education may no longer be heading for progress but rather for doom. In our bewildered attempt to obey to the winds of change, we have become oblivious to the importance of high standards and quality, content and practice, of the human contact to establish the liaison between knowledge and feeling. Bearing in mind these considerations, our aim is thus to reflect upon the future of education and where it might lead us.

Palavras-chave: education systems; teaching methods and approaches; technology; the future of education