EXAME DE PROFICIÊNCIA DE LEITURA EM LÍNGUA ESTRANGEIRA

DATA: 30/11/2014   HORÁRIO: das 8 às 11horas

CADERNO DE PROVA

Idioma:
INGLÊS

Área de Pesquisa:
(2) CIÊNCIAS EXATAS E DA TERRA, ENGENHARIAS

LEIA ATENTAMENTE AS INSTRUÇÕES

☑ Esta prova é constituída de um texto técnico-científico em língua estrangeira, seguido de 5 (cinco) questões abertas relativas ao texto apresentado.

☑ É permitido o uso de dicionário impresso, sendo vedados trocas ou empréstimos de materiais durante a realização do Exame.

☑ As respostas deverão ser redigidas em português e transcritas para a **Folha de Respostas**, utilizando caneta esferográfica com **tinta preta** ou **azul, escrita grossa.**

☑ **A Folha de Respostas** será o único documento válido para correção, não devendo, portanto, conter rasuras.

☑ Será eliminado o candidato que se identificar em outro espaço além daquele reservado na capa da **Folha de Respostas** e/ou redigir as respostas com lápis grafite (ou lapiseira).

☑ Nenhum candidato poderá entregar o Caderno de Prova e a Folha de Respostas antes de transcorridos 60 minutos do início do Exame.

☑ Em nenhuma hipótese haverá substituição da **Folha de Respostas**.

☑ Ao encerrar a prova, o candidato entregará, obrigatoriamente, ao fiscal da sala, o Caderno de Prova e a Folha de Respostas devidamente assinada no espaço reservado para esse fim.

Online university courses can't change the world alone

10 March 2014 by **Gayle Christensen** and **Brandon Alcorn**

(Image: Andrzej Krauze)

A REVOLUTION in education has been promised with a little help from technology. Massive Open Online Courses (MOOCs) are free, online university-level instruction that anyone can access from anywhere, at least in theory. They have dominated headlines in the sector in recent years.

Proponents have made bold claims for a fundamental change in higher education – drastically decreasing price and increasing access. Thomas Friedman, in an article in *The New York Times*, argued that nothing has greater potential to "lift more people out of poverty" and to "unlock a billion more brains to solve the world's biggest problems". Anant Agarwal, founder of MOOC-provider edX, believes they are making education "borderless, gender-blind, race-blind, class-blind, and bank account-blind".

However, sceptics counter that they may make colleges more exclusive and exacerbate educational inequalities: affluent students will use the online courses to augment teaching on campus, while the less fortunate will be stuck with automated online instruction with little personal guidance. Others worry about the quality of course content, the ability of students to learn outside the classroom, and the creation of a few "super professors" who reach millions of students while others reach none.

Until recently, the debate has been a fact-free zone. Both sides strongly assert their claims but have had little data to draw on. To bring greater clarity to the debate, the University of Pennsylvania conducted a survey of more than 400,000 active students in courses offered by the university through Coursera – the biggest MOOC provider – and received nearly 35,000 responses. The results provide much needed information on who is participating and why.

At least in their early stages, these courses are not providing the revolution in access that proponents claim. Two-thirds of participants come from the developed world – the US and other members of the OECD, the club of leading industrialised countries. This is despite the fact that these 34 countries only account for 18 per cent of the world population. And 83 per cent of MOOC students already have a two or four-year diploma or degree, even in regions of the world where less than 10 per cent of the adult population has a degree. Meanwhile, 69 per cent of them are employed.

Furthermore, 56 per cent are male, rising to 68 per cent in the BRICS nations of Brazil, Russia, India, China and South Africa, and 62 per cent in other developing countries. Even more alarming, the gap between male and female participation is far greater for these courses than in traditional education. The 36 per cent gap between male and female uptake in BRICS countries is nearly three times as large as in traditional higher education there. The US is one exception, where males and females participate in equal numbers in both.

With MOOCs generally reaching educated and employed men, the courses are clearly not yet living up to the lofty goals of their supporters. That doesn't diminish the fact that millions have had the chance to access high-quality content from the world's top universities for free and that for tens of thousands of those students, this may be their only route to higher education. The scale of education that providers such as Coursera are achieving is astounding and provides an even stronger incentive to think critically about how MOOCs can be improved and reach educationally under-served populations more effectively.

It's no surprise, really, that the wealthy and educated are the first to enrol; this is a similar pattern to the take-up for other technologies. There are several basic requirements for enrolling in and engaging with these courses that are readily available for such populations, but are serious barriers for large portions of the world. These include regular access to a computer and high-speed internet, a level of previous education that's sufficient to understand university-level content, the ability to understand courses offered almost exclusively in English, and enough free time to study for several hours a week.

Recognising these barriers is important because they are the best guide to harnessing the full potential of MOOCs.

First, we need to bridge the digital divide. Access to computers, better broadband internet infrastructure and better mobile connectivity are essential. Companies and organisations such as Google, the World Bank and the US State Department have all started to get involved in course delivery and it will take their continued involvement and that of other bodies and governments to improve technology infrastructure around the world.

Course providers also need to recognise that in many parts of the world, wired internet technologies and desktop computers are being bypassed completely by mobile technology.

Coursera recently announced the release of its mobile app that allows a user to register, watch videos, complete assignments, and take quizzes from a mobile device. If MOOCs are going to have a big impact in the developing world, this will be a major avenue for access.

There is also a continued need to focus on basic and secondary education so that more people, especially women, will be able to participate. Finally, more international partnerships and offerings in more languages will provide greater access. Providers are already working on this.

Ultimately, MOOCs are not by themselves a mechanism for development but require certain levels of education and technology. They are reaching millions of people around the world, but to truly revolutionise access, improvements in the broader education and technology ecosystem are vital.

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Adaptado de: http://www.newscientist.com/article/mg22129590.200-online-university-courses-cant-change-the-world-alone.html?full=true&print=true#.VGCoIPnF_T8

EM HIPÓTESE ALGUMA, SERÁ CONSIDERADA A RESPOSTA NESTE CADERNO.

Depois de ler o texto, responda as questões a seguir em português.

QUESTÃO 01 - O texto argumenta sobre uma possível revolução na educação. Explique com um exemplo do texto.

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QUESTÃO 02 - Usando como referência o texto, escreva o perfil dos estudantes que fazem educação a distância. Cite pelo menos três características.

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QUESTÃO 03 - De acordo com o texto, qual a relação entre gênero e educação a distância?

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QUESTÃO 04 - Conforme o texto, que condições básicas para seguir os cursos *online* de educação universitária são encontradas facilmente nos países desenvolvidos, mas ainda não são plenamente acessíveis ou encontradas nos países em desenvolvimento?

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QUESTÃO 05 - Cite uma solução para diminuir a exclusão digital na educação de acordo com as informações do texto.

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