Science for education: a new model of translational research applied to education

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A great advance in the last transition of centuries has been the consolidation of the concept of translational research, applied with success in Health and Engineering in practically all countries of medium/high GDP. Intriguingly, this has not occurred with Education. It is yet not perceived that Science can already understand how people learn, which are the mechanisms that accelerate learning and teaching, and how this would impact on the economy and the social progress of nations. It is also not perceived that innovations can be validated with populational studies to rationalize and scale novel teaching initiatives, nor which socioemotional competences should future citizens possess to work in companies more and more automatized and informatized. Perhaps because of this omission, the progress of Brazilian educational indicators has been so modest. In Health, public policies not only invest in material improvements (sanitation, hospital attendance, nutritional coverage, etc), but also on Science and Innovation capable of creating new options in the international scenario (therapies for degenerative diseases, vaccines for infectious diseases, etc). Differently, on Education investment has focused exclusively on material improvements (more schools, better salaries for teachers, etc), necessary but insufficient to accelerate growth of our indicators at faster and more competitive rates. This scenario opens to us a window of opportunity to create a new Science policy aiming at Education. To give concreteness to this possibility, the proposal on discussion is that the new initiatives of support and funding by public and private agencies should have Science for Education as its structurant axis.

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