



Technology in the physics classroom: the Brazilian landscape

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INTRODUCTION

Claims for the use of technology in the classroom have been long documented in PER. The effective use of technology, however, can vary across countries. In this presentation, we review the use of technology in Brazil through physics education literature.

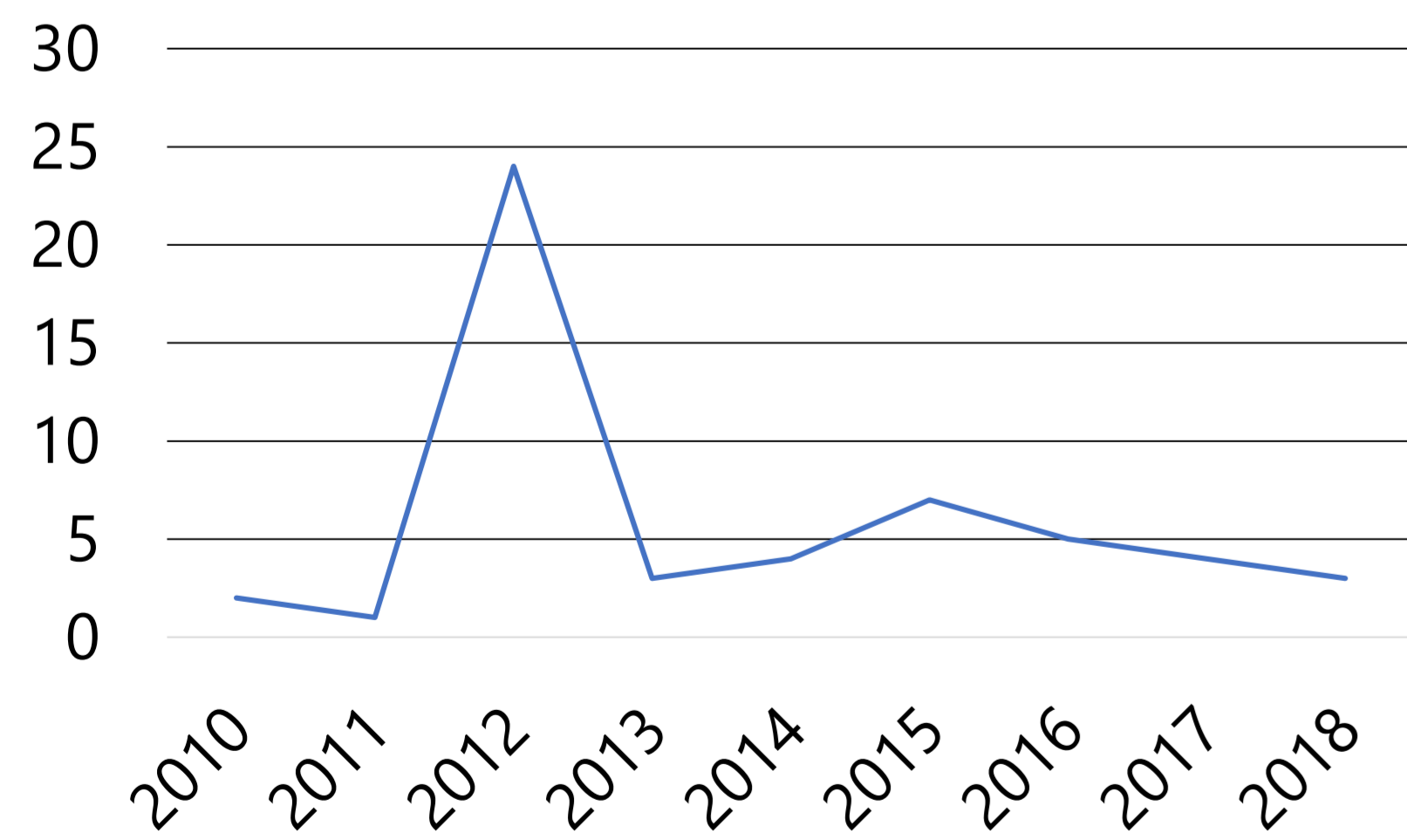
METHODS

Literature review looking at high impact publications in Brazilian physics education journals from the last decade (2010-2018).

FINDINGS

- 53 papers in 12 journals, from a total of 20 Journals.
- There was a major peak of publications in 2012, partly due to a special edition in that year, and a smaller one in 2015.
- Most papers are on simulations and modeling or virtual learning environments.
- There is not a consensus about what simulations are. Some papers based their definition on the presence of interactivity while others said a simulation could have no interactivity.

Number of published papers by year



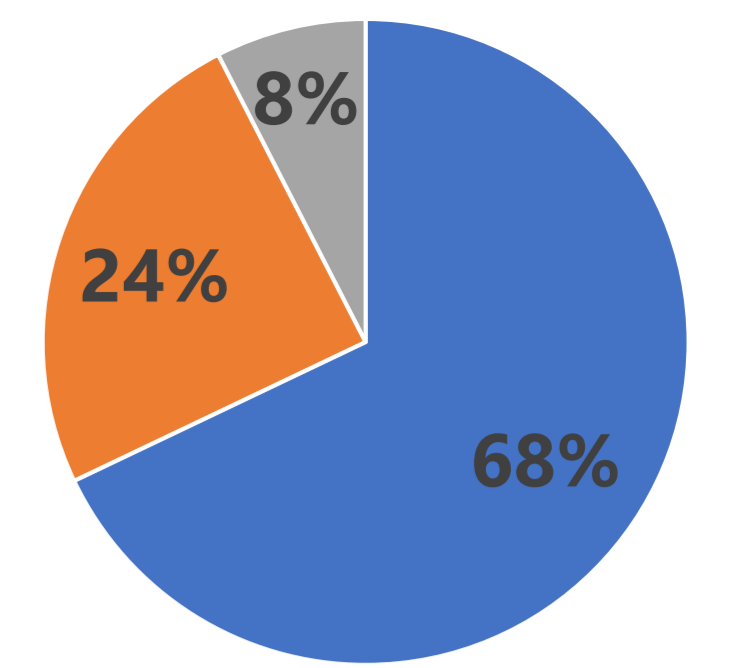
Year	Papers
2010	2
2011	1
2012	24
2013	3
2014	4

Year	Papers
2015	7
2016	5
2017	4
2018	3

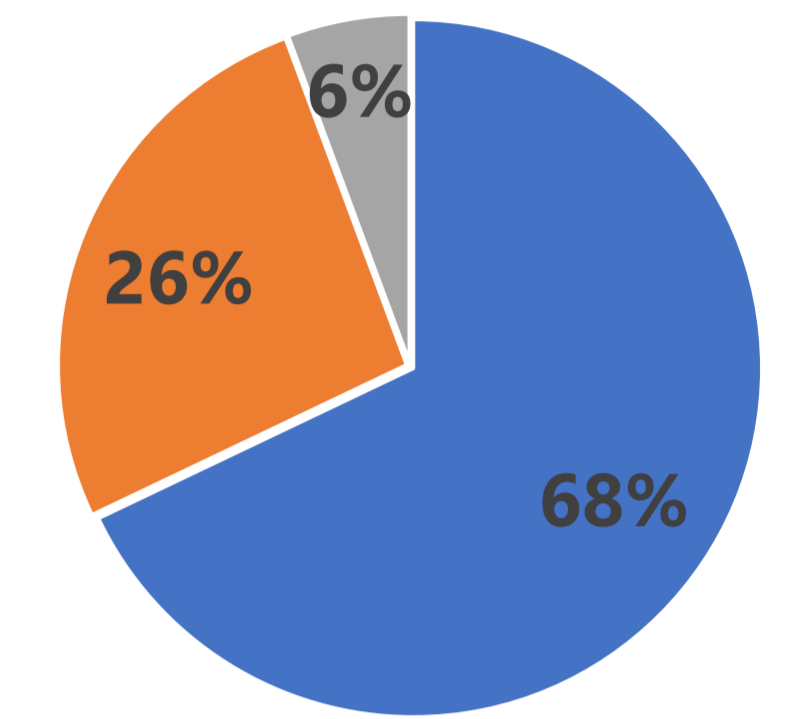
Despite the increase of technology in daily life, the use of technology in classrooms is not reflected in Brazilian physics education publications.



Take a picture to know more about it

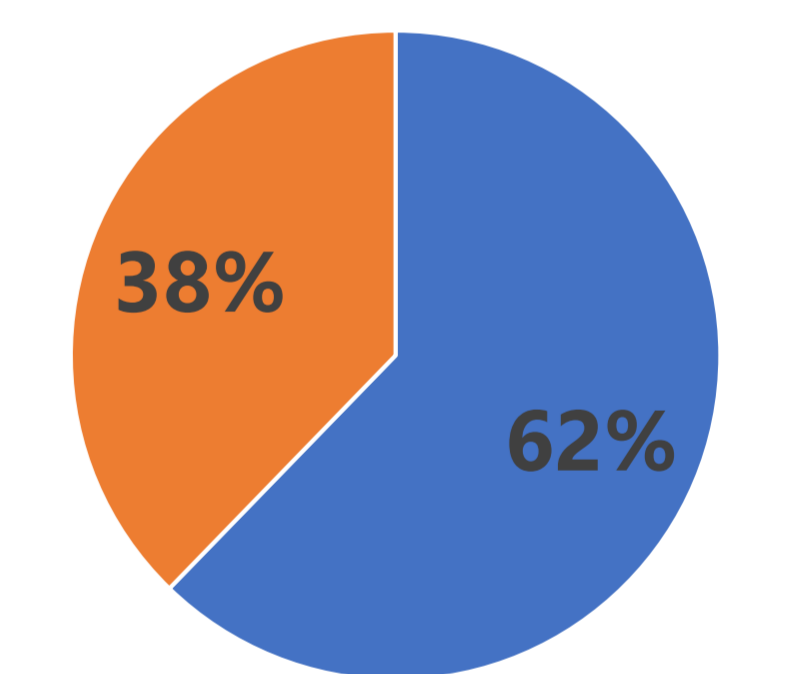


- Focus in Physics
- Focus in Science
- Education in general

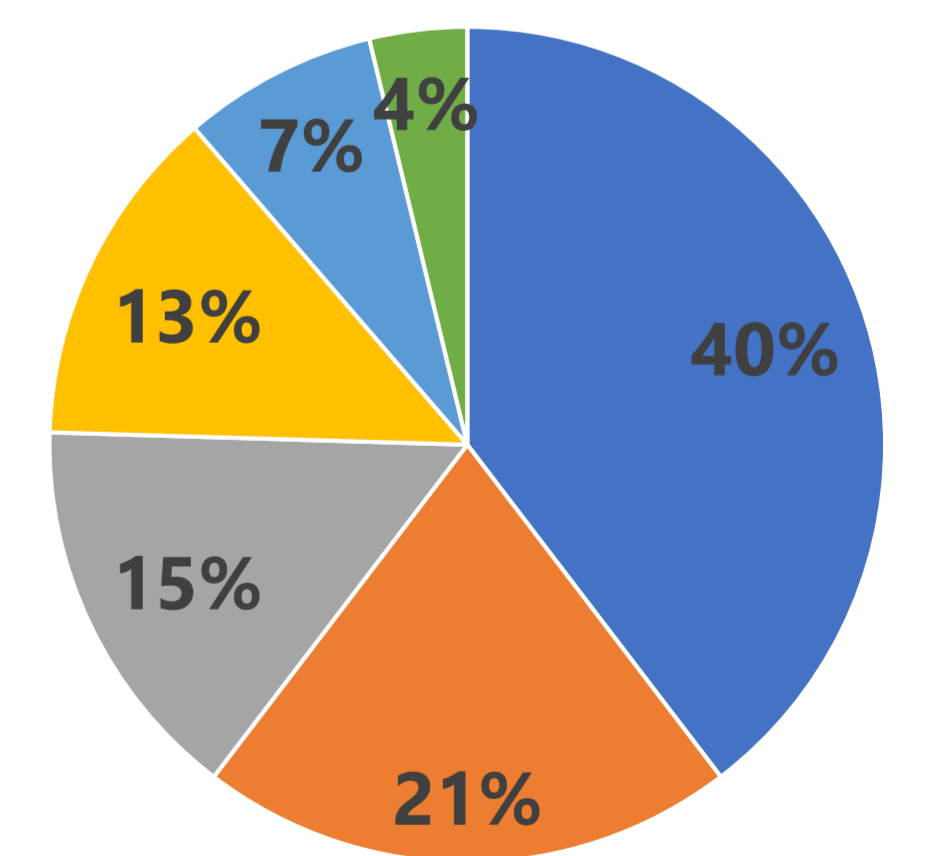


- Good theory base
- Medium theory base
- Low or none theory base

Practical activities



- Yes
- No



- Simulations and modeling
- Others { Powerpoint, robots, hypermedia, games, etc }
- VLE
- Videos
- Virtual labs
- Smartphones