

Mistério dos Sonhos

Xmile Learning and Fundação Lemann

Vladimir Ponczek, Cristine Pinto, Priscilla
Tavares, Helena Lima e Amanda Arabage

January, 2015



**SAO PAULO SCHOOL
OF ECONOMICS**

*Lab for Evaluation, Analysis
and Research in Learning*

Mistério dos Sonhos Program

- Xmile Learning's program experimental evaluation in Santo André (SP, Brazil);
- Support: Fundação Lemann;
- The program:
 - Computer-based educational platform for children from 1st to 3rd grades of Elementary School;
 - The platform is interactive and contains interdisciplinary stories;
 - Main purpose: to consolidate contents learned in school as well as other desirable competencies.

Mistério dos Sonhos Program

3 “seasons”

- 1st to 3rd grade
- Each grade has its own “season”

12 “dreams”

- Each “season” encompasses four different “dreams”

96
“episodes”

- Each “dream” has eight “episodes”

480 tasks

- Each “episode” has five tasks
- 160 tasks for each grade

Mistério dos Sonhos Program

- Each task targets a specific learning objective on Portuguese Language, Math, Social and Nature sciences.
- The tasks are narrated and supposed to be solved individually.
 - Problem with monitoring system
- The student may play at school or at home since it has online and offline versions.

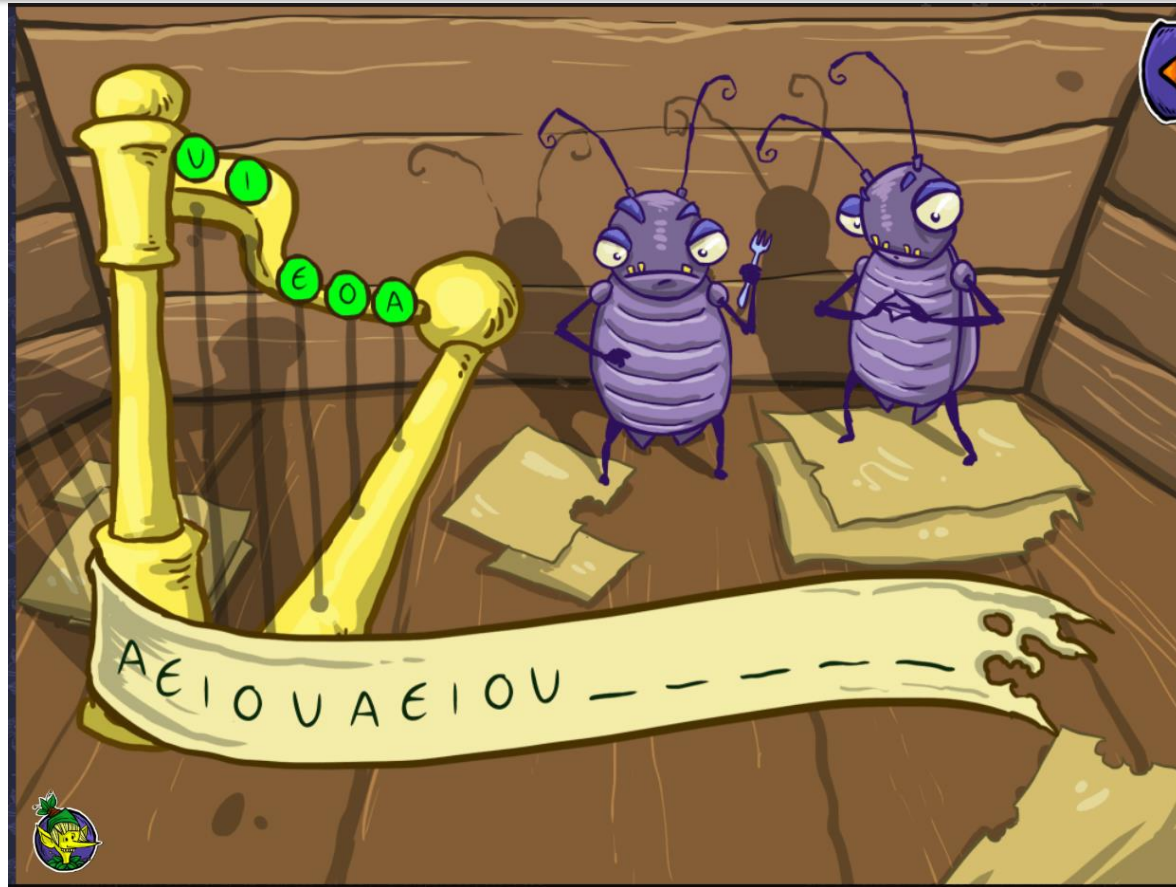
Mistério dos Sonhos Program

- The students choose the “dream” they want to play.
- The students evolve in the game depending upon their own progress. However, the program is not adaptive.
- Xmile Learning claims the program:
 - Encourages learning while having fun
 - Stimulates family participation on learning process
 - Increases social-emotional skills such as self-esteem and self-confidence

Example - Task



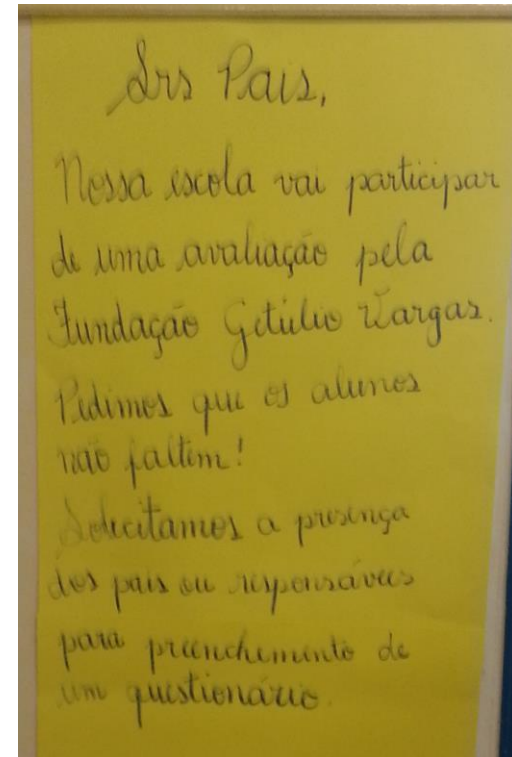
Example - Task



Program Evaluation

- Pre-test 2014 :
 - 5 schools were selected by Xmile Learning and Fundação Lemann to participate (treatment group).
 - 5 similar schools were selected to compose the control group.
 - A pilot was conducted in one 2nd grade class to test the evaluation system.
 - Field work was conducted in December, 2014
 - Focus on 3rd grade.
 - 538 students (out of 690) in 27 classes took the tests.

Field Research – 2014



Experimental Evaluation

- 2015 :
 - 5 schools were randomly assigned to the treatment group;
 - 5 schools were randomly assigned to the control group;
 - Focus on 3rd grade students.
 - Baseline (February) and follow-up (November) evaluations will be conducted.

Instruments

- Computer-based narrated tests:
 - Social-emotional skills (SENNA);
 - Cognitive skills: verbal and numerical reasoning;
 - Adaptive tests;
- Teachers' questionnaire;
- Parents' questionnaire.

Example - Test

Aplicação

Olá Teste!

Data de nascimento: 00:00:00
Escola:

Responsável(eis):
Turma:

Turno:

Instruções da prova de raciocínio verbal



Essa prova é constituída por frases nas quais a última palavra está faltando. Sua tarefa é encontrar a palavra correta que completa a frase. Veja esse exemplo:

Ex. a: **Dia** está para **noite** como **pequeno** está para _____

- ☐ A. Luz
- ☐ B. Grande
- ☐ C. Forte
- ☐ D. Criança
- ☐ E. Escuro

A frase ficará correta se escolhermos a alternativa B, "Grande". Na tela de resposta você deverá clicar na letra da alternativa que escolher. Analise agora os exemplos seguintes e escolha a letra correspondente.

Ex. B: **Ovo** está para **galinha** como **semente** está para _____

- ☐ A. Floresta
- ☐ B. Vida
- ☐ C. Planta
- ☐ D. Peixe
- ☐ E. Algodão

No Exemplo B a resposta correta é a alternativa C, "Planta."

Example - Test

Olá Teste!

Data de nascimento: 00:00:00
Escola:

Responsável(eis):
Turma:

Turno:

Os itens em seguida descrevem o jeito de ser e o comportamento de algumas pessoas. Por favor, escolha na escala de 1 a 5 o número que melhor indica sua opinião sobre elas.

Aline costuma deixar as coisas todas bagunçadas, odeia limpar a casa e deixa as lições de casa sem completar. Quanto você acha que Aline é organizada?



- ☐ 1. Nada. Não tem nada a ver com a pessoa
- ☐ 2. Pouco. Tem um pouco a ver com a pessoa
- ☐ 3. Mais ou menos. Às vezes tem, às vezes não tem a ver com a pessoa
- ☐ 4. Muito. Tem muito a ver com a pessoa
- ☐ 5. Totalmente. Tem tudo a ver com a pessoa

Próxima

Incentives

- Classes were also randomly assigned to receive incentives;
 - Individual and group (class) incentives;
 - If their combined test scores (cognitive) are above the median, they will be rewarded with an educational gift.
- It is possible to:
 - Evaluate the causal impact of incentives;
 - Investigate how students with different degrees of social-emotional skills react.