CONCOURS INTERNE D'INGÉNIEUR EN CHEF TERRITORIAL

SESSION 2011

Epreuve de langue vivante étrangère

consistant en la traduction, sans dictionnaire, d'un texte rédigé
dans l'une des langues choisie par le candidat au moment de son inscription

Langue : ANGLAIS

EPREUVE N° 18

Durée : 2 h
Coefficient : 1

SUJET

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NOTA :

- Les candidat(e)s ne doivent porter aucun signe distinctif sur les copies
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In Classroom of Future, Stagnant Scores

CHANDLER, Ariz. — Amy Furman, a seventh-grade English teacher here, roams among 31 students sitting at their desks or in clumps on the floor. They're studying Shakespeare's "As You Like It" — but not in any traditional way.

In this technology-centric classroom, students are bent over laptops, some blogging or building Facebook pages from the perspective of Shakespeare's characters. One student compiles a song list from the Internet to express the emotions of Shakespeare's lovelorn Silvius.

The class, and the Kyrene School District as a whole, offer what some see as a utopian vision of education's future. Classrooms are decked out with laptops, big interactive screens and software that drills students on every basic subject. Under a ballot initiative approved in 2005, the district has invested roughly $33 million in such technologies. The digital push here aims to go far beyond gadgets to transform the very nature of the classroom, turning the teacher into a guide instead of a lecturer.(...)

"This is such a dynamic class," Ms. Furman says of her 21st-century classroom. "I really hope it works."

Hope and enthusiasm are soaring here. But not test scores.

Since 2005, scores in reading and math have stagnated in Kyrene, even as statewide scores have risen.

To be sure, test scores can go up or down for many reasons. But to many education experts, something is not adding up — here and across the country. In a nutshell: schools are spending billions on technology, even as they cut budgets and lay off teachers, with little proof that this approach is improving basic learning. This conundrum calls into question one of the most significant contemporary educational movements. Advocates for giving schools a major technological upgrade say digital devices let students learn at their own pace, teach skills needed in a modern economy and hold the attention of a generation weaned on gadgets.

Some backers of this idea say standardized tests, the most widely used measure of student performance, don't capture the breadth of skills that computers can help develop. But they also concede that for now there is no better way to gauge the educational value of expensive technology investments.

"The data is pretty weak. It's very difficult when we're pressed to come up with convincing data," said Tom Vander Ark, the former executive director for education at the Bill and Melinda Gates Foundation.

Critics counter that, absent clear proof, schools are being motivated by a blind faith in technology and an overemphasis on digital skills — like using PowerPoint and multimedia tools — at the expense of math, reading and writing fundamentals. The spending push comes

as schools face tough financial choices. In Kyrene, for example, even as technology spending has grown, the rest of the district's budget has shrunk, leading to bigger classes and fewer periods of music, art and physical education.

At the same time, the district's use of technology has earned it widespread praise. It is upheld as a model of success by the National School Boards Association, which in 2008 organized a visit by 100 educators from 17 states who came to see how the district was innovating.

And the district has banked its future and reputation on technology. Kyrene uses it as a way to attract children from around the region, shoring up enrollment as its local student population shrinks. More students mean more state dollars.

The issue of tech investment will reach a critical point in November. The district plans to go back to local voters for approval of $46.3 million more in taxes over seven years to allow it to keep investing in technology. That represents around 3.5 percent of the district's annual spending, five times what it spends on textbooks.

By MATT RICHTEL, September 3, 2011, the New York Times