

# CONNECT

Inclusive open schooling  
with engaging and  
future-oriented science



## BEST PRACTICES

ABOUT THE PARTNER	
ORGANISATION	PUCPR APC
COUNTRY	BRAZIL
INTERVIEWER	Patrícia Lupion Torres
DATE	03/02/2022
ABOUT THE TEACHER(S) INTERVIEWEES	
SCHOOL	School of Basic Education Professor Adelina Régis.
TEACHERS Names (for best practices certificates)	Graziela Amancio da Silva Kubiak Lilian Camila Spinelli. Marta Maria Falchetti.
GENDER	Females
DISCIPLINE (Science, Physic, Chemistry, Biology, ...)	Portuguese, English and Spanish
How many lessons were used in open schooling?	Yes
Title of the open schooling resource used	LANGUAGE IN THE JOURNALISTIC-MEDIATIC FIELD - LITERARY JOURNAL.
Type of science-actions (structured or open scenario)	Open scenario
Curriculum topics	Journalistic-media texts. COVID-19. Science and Technologies. Scientific contents in different areas of knowledge. Written and visual language. Digital resources: Scribus, Adobe Fireworks.
ABOUT THE TEACHERS' STUDENTS	
Grade	2nd grade of New High School.
Average age	14 to 16 years
Total of students' participants	96 students
Total of students' who completed science actions	20 students
SCIENTISTS INVOLVED:	
Name	
Field	





## QUESTIONNAIRE

**01. How did you (teachers) use open schooling resources? Could you please describe what did you do in your lessons?**

Activities of Students with scientists:

Activities of Students with families:

With the defined objectives, analysis and study actions were developed on the problem of creating a school newspaper, based on media journalism for the dissemination of learning activities carried out during the 2021 school year, in families and the community in general.

**02. How did your students used CONNECT resources? Do you have (or could describe) any samples of best science actions (for our website / reward)?**

Any example of what students prepared?

- - Presentation of videos and websites about the field of diatic-journalism, digital technological resources and access to a diversity of scientific content.
- - Reading of available material on the role of the media-journalism field in/of society.
- - Investigation of forms of contemporary journalism and identifying the veracity of facts and identifying as fake news and post-truth and its effects.
- - Construction of the digital and printed newspaper with learning activities in the school environment covering various areas of knowledge.
- - Elaboration and layout of the digital and printed literary newspaper covering what the New High School is and the learning activities that cover the different areas of knowledge that were published at the school during the 2021 school year.
- - Printing and dissemination on the newspaper's social networks for access by families, educational institutions and the community in general.

Slide? Poster? Video clip?  
(Add an image if it is possible)







### Ciências da natureza e suas tecnologias



Há magia nas aulas de química. Buscamos sempre conciliar conhecimento e diversão. Nossas aulas contam com um laboratório de Química e Biologia completo que nos possibilita várias experiências e muito conhecimento.

FOTOGRAFIA: MARIETA

#### A realidade do novo ensino médio para os professores

O novo ensino médio surgiu para mudar as escolas e revolucionar o método de ensino. Na escola Professora Adélia Régua esse método já é aplicado desde 2021, e agora com o retorno das atividades em turno integral, os professores de biologia, Isma Zappeler e Ana Lela, conta foi para ela essa adaptação ao novo método de ensino.

#### Como é trabalhar no novo ensino médio?

Trabalhar no novo ensino médio é muito gostoso, pois os alunos têm mais tempo com os professores, estes estão mais dedicados também. Nós podemos realizar trabalhos diferentes e explorar muito mais a particularidade de cada aluno.

#### O que muda para as outras escolas?

Os alunos ficam mais tempo na escola, e isso facilita a execução de trabalhos, muito mais produtivos e de se obter mais conhecimento durante o tempo escolar.

#### Foi difícil se adaptar a esse novo estilo de ensino?

Não, nossa escola já faz muito tempo que nos trabalhamos com o novo ensino médio. No início foi mais difícil, mas agora já estamos bem adaptados e os alunos demonstram mais facilidade para se adaptar a esse estilo de ensino.



### Matemática e suas tecnologias

Com o objetivo de trazer o método de análise combinatória para o dia a dia do aluno e de forma concreta, as professoras optaram em fazer sanduíches em levar os alunos em um buffet de sorvetes.

Os alunos trouxeram eles, suas ideias e se cada um preparou seu sanduíche, entre as possibilidades que a matemática oferece, os professores fizeram.



#### Professoras: Edlane da Rosa e Fabiane Kátia Carelle

O Projeto educação financeira familiar foi desenvolvida pela professora Fabiane Kátia Carelle nas turmas do 1º, 2º e 3º ano.

"O planejamento financeiro permite que a pessoa controle sua situação econômica de forma a atender necessidades e alcançar objetivos no decorrer da vida."







### 03. How well did science-action resources meet your needs?

...

#### Needs for example related to school curriculum:

The school curriculum adjustments happened naturally during the learning process. Due to the teaching modality that the school offers in the New High School, it is based on the development of skills and abilities by areas of knowledge.

#### Students' engagement:

The students involved participated actively and responsibly in the creation of the newspaper. Always attentive and helpful in the orientation and collection of information based on media journalism. This activity motivated the students to have autonomy and mastery in the writing and layout of news through printed and digital language.

#### Students' interest and confidence in science:

The creation of the newspaper was a valuable idea as a motivation and appreciation for the students to feel that they were actors in the production of knowledge. Subjects in the curation of information to publish in a media. The sparkle in the eyes and the smile on the students' faces when delivering the printed newspaper was proof that they were satisfied and confident in the work carried out.

### 04. How easy or difficult were science-action resources to use?

...

#### Any specific issues related to materials, procedures, interaction curriculum pressure:

As the school offers teaching by areas of knowledge, it facilitated the planning of actions, the applicability of learning activities aimed at technological resources and curricular interaction through projects.

### 05. What were the benefits of science-actions for your students?

#### Describe the students' outcomes in their science-actions related to:

##### KNOWLEDGE

They were developed, in an interdisciplinary and transdisciplinary way, with the school curriculum integrated in the area of languages and their technologies, with an emphasis on scientific content in Portuguese, English and Spanish, and analysis of the information collected to be published in the school newspaper. The responsible decisions of those involved in curating the news to be edited and made public.

##### SKILLS

The skills developed in the learning processes address the student's ability to have decision-making autonomy in the face of challenges in/of society. Subject in the construction of individual and collective knowledge.





## ATTITUDE

Identify information and opinion, phenomena such as fake news and post-truth.

Valuing communication in the social and cultural context in the journalistic-media field

Resourcefulness of reading, speaking and writing,

Improve curation practices, organization and dissemination of information to the public, in a critical and ethical manner.

### 06. What were the challenges of using science-actions for your students?

#### Main challenges faced by students (Please, select all that apply):

- Difficult
- Long
- Boring
- Not prepared
- Not feeling capable to...
- Not able to complete the science-action
- Not enough time
- Other (Please, specify): The pandemic was a limiting factor in the process

### 07. Which activities worked well with the curriculum?

All the activities. The fact that it was adaptable helped a lot.

#### What helped kids to meet the learning objectives:

The New High School in Brazil made possible innovations in the school curriculum and in the form of planning that allows teachers to gather by areas of knowledge. Technologies as resources for accessing information and theoretical contributions. And the learning activities made it possible for the students to feel like actors in the creation of the school newspaper. Encouraged to assume their





role as a citizen in society. Responsible for collecting concrete and real information about the facts and for the legal disclosure that ensures image and voice rights.

#### 08. Which activities did not work well with the curriculum?

None.

##### Anything that could be done differently or avoided:

Social distancing in the pandemic caused a lot of disruption in the school routine, many changes that made contact with scientists impossible. The return of face-to-face classes with 50% of the students reduced the time for carrying out the learning activities. And the contact with the scientist did not happen in person.

