CONNECT

Inclusive open schooling with engaging and future-oriented science

Best Practices

Analysis of the cultural heritage in the historical context of humanity, a practical study; Identification of pictograms in visual communication contextualized with the colours of the semaphore and Covid-19; Exhibition of the study carried out in the open spaces in the school; Presentation of the artistic productions of the obelisks emphasizing the awareness of the approached theme.

About the partner	
Organization	APC PUCPR
Country	Brazil
Interviewer	Patrícia Torres
Date	07/02/2022
About the interviewed teachers	
School	Escola de Educação Básica Professora Adelina Régis.
Teacher's name (for best practices certificate)	Sueli Perazzoli Trindade
Gender	Female
COURSES (Science, Physics, Chemistry, Biology, ...)	Arts and Science
Were many lessons used in open education?	Yes
Title of open education resource used	Obelisk of COVID-19.
Types of science actions (structured or open scenario)	Open scenario
Curriculum topics	Quality of life, health, prevention, language and communication, creative art, pictograms, colours, cultural heritage of humanity, COVID-19.
ABOUT THE STUDENTS	
Grade	First grade of new High School
Age	14, 15 and 16 years old
Total students participating	95 students
Total of students that concluded scientific actions	76 students

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Committed scientists:	
Name	
Field of study	

Survey questions

01. How have you (teachers) used the resources of open education? Could you describe what you have done in your lessons?

Students' activities with scientists:

Student activities with families:

With the defined objectives, we developed actions of observation, analysis, and study on the problematic with the creation of Obelisks using pictograms to represent the precautions against the contamination of COVID-19, emphasizing the historical and artistic context with the pandemic.

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

Some examples of what the students have prepared?

- To analyse the obelisks of Egypt and Brazil, regarding the contributions in the history of humanity and the meaning of the images in the historical, political, social, and cultural context.
- To contextualize the importance of the monument "Obelisk" in the registration of historical facts in the timeline in different spaces.
- Research into bibliographic sources in real-time about the subject COVID-19.
- Reading the provided material on the prevention and vulnerability of cities in Santa Catarina, including the city where the school is located.
- To understand and interpret the language and communication of the pictograms in the context of society as a language and communication linked to COVID-19.
- To create and exhibit the "Obelisk of COVID-19" with pictograms for preventing coronavirus.

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

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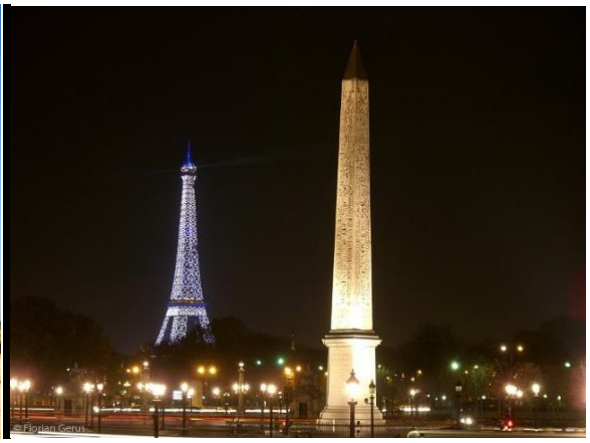

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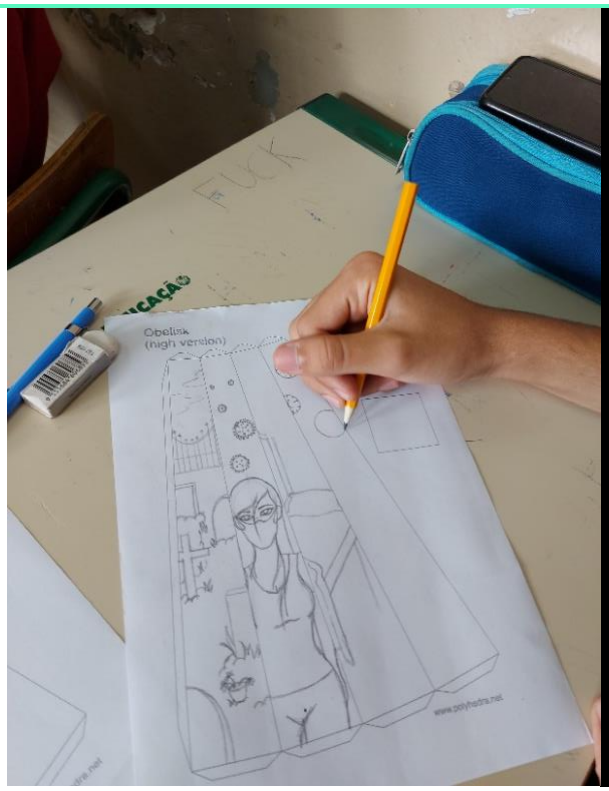

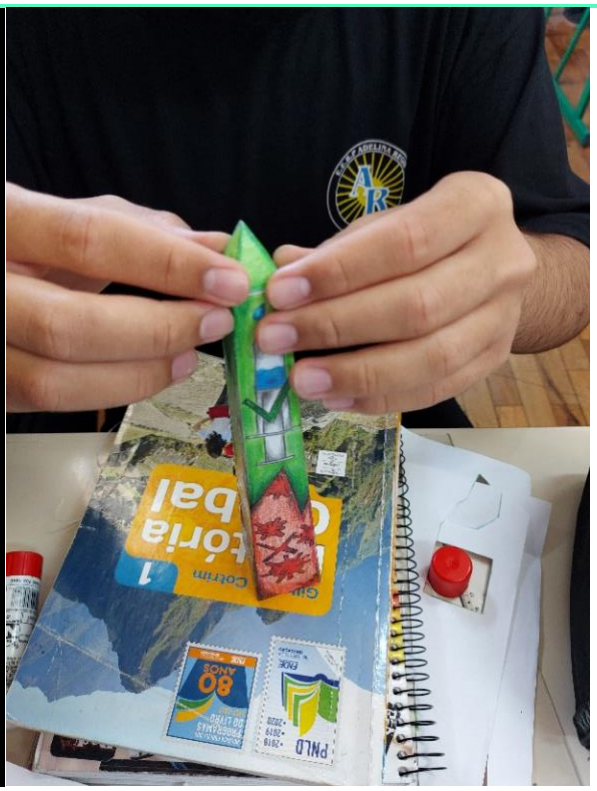

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03. How well did the science action resources meet your needs?

...

Needs, for example, related to the school curriculum:

Adaptations occurred in accordance with the theories and learning practices of the new High School. In general, it fitted perfectly into the school curriculum by exploring and complementing actions already developed and competence and skills-based teaching in knowledge areas.

Student engagement:

The participation of students was significant in the execution of the activities. It was evident that the dialogue between the fields of knowledge was relevant for the engagement, interaction and production of scientific knowledge. Students felt they were protagonists in the learning processes. There were changes in attitudes and habits regarding the care in the prevention of COVID-19 in the school, family and society. Remembering that it is not always possible to achieve the participation of all, however, it is observed that the number of students who were not included in the learning process is minimal.

Students' interest and confidence in science:

The students' expectations were surprising in each class, as they were eagerly waiting for something different to learn about the historical and cultural monuments; the pictograms; the colours most present in people's daily life in society, which are: green, yellow, and red, which indicate responsible actions to be taken in traffic and prevention against COVID-19. It was wonderful! The moment that the students could make the connection between art and science in real time. The educational process enabled the re-signification of the school curriculum in dialogue with the knowledge of the daily life of students and their families to adapt to the new social and cultural context in times of COIVID-19. The scientific perception that we are united and interconnected with the universe we live in and subject to transformations for the quality of life.

04. How easy or difficult was it to use the science action resources?

...

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

As the school offers teaching by areas of knowledge, it facilitated the planning of actions and the applicability of learning activities. The teachers met weekly and sought theories and practices compatible with the subject addressed, technological resources that expand the possibilities of access to science.

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

...

Describe the students' achievements in their science actions related to:	
KNOWLEDGE	Curricular knowledge was worked in an interdisciplinary and transdisciplinary way, emphasizing the analysis of historical and scientific data in the disciplines of art and science. This enabled, the interaction and the protagonism of the students in the learning process.
SKILLS	These were developed employing individual and collective practices contemplating the analysis and experiences which approached the monuments of artistic and cultural heritage contextualized with COVID-19. The result shows the perceptions of the students when speaking with property about the coronavirus and the attitudes and habits to combat contamination in school, family, and society. Responsible decision-making to guarantee quality of life in times of pandemic. The value of human life in/on the world.
ATTITUDE	Protect human life. Identify measures of prevention and control of coronavirus contamination. To redefine the school curriculum with theories and practices in times of COVID-19. To value the knowledge constructed in the school environment for life in society. Promote reflections on a scientific basis in the school, family, and community about the pandemic in real time.

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

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

☐ Difficult

☐ Long

☐ Tedious

☐ Not ready.

☐ Wasn't feeling able to...

☐ Wasn't able to complete the scientific action

☒ Did not have enough time

☒ Other (Please specify): The pandemic was a limiting factor in the process

07. Which activities worked?

...

Were helped the children to achieve the learning objectives:

The concept of the new High School has made possible several innovations in the school curriculum and in the form of planning that allows teachers to combine their knowledge areas. The insertion of real-time technologies to access local, regional, and global information.

08. Which activities didn't work?

...

Anything that could be done differently or avoided:

The social distance in the pandemic caused many disturbances in the school routine, many changes that precluded contact with scientists. The return of the face-to-face classes with 50% of the students reduced the time to carry out the learning activities. The meeting with the specialist did not happen.

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