



Contribution ID: 91

Type: Oral Presentation

IMAGINARY FORMATIONS OF TEACHERS OF THE INITIAL YEARS OF ELEMENTARY EDUCATION ON PHYSICS AND THEIR TEACHING IN A CONTINUED TRAINING PROGRAM

Thursday, 4 October 2018 09:10 (20 minutes)

We present here part of a research outcomes that was carried out in a public school, through a partnership with the university, which was willing to advise teachers of the initial years of elementary education, acting in the first and second cycles, in matters related to the teaching of Sciences, particularly physics. The design of the program was determined through the “imaginary formations” presented by the teachers during the realization of an Initial Focus Group (IFG), which allowed to ascertain the teachers’ training needs, conceptions and desires related to Physics and Science Teaching. The study had as theoretical-methodological reference notions of Discourse Analysis in the French line. The main imaginary formations detected related to Science Teaching in the context of the course were: “experiment draws attention of the student and breaks the routine of the common classes”; “Themes of Science related to the Universe are attractive for the student”; “The advice of a specialist in the area has helped a lot”; “Unlike a lecture given when a specialist shows up at school.” In addition, the IFG allowed us to verify imaginary formations present in the teachers’ discourses, full of discrepancy between what the Curriculum of Sciences proposes in the initial and final cycles of the initial years of elementary education in the State of Minas Gerais and how teachers understand it for the preparation of lesson plans. Regarding the “imaginary formations” of teachers related to science, we found at the beginning and at the end of the program that aspects of an empirical-inductive vision prevailed (the role of observation and experimentation are highlighted), a rigid view of scientific activity scientific method is considered as a set of steps to be followed). And we understand that there were signs of “imaginary formations” of science as the work of geniuses, but scientists do not have to live “isolated” from the world, for they are ordinary people, like a teacher, and research phenomena that do not necessarily have to be investigated in the laboratory. In addition, we realize at the end of the process that the teachers of the sample show that there is evidence of a constant reconstruction of Science.

Apply to be considered for a student award (Yes / No)?

YES

Level for award (Hons, MSc, PhD, N/A)?

Doctor

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Session Classification: Parallel Session 1

Track Classification: Track B - Physics at Primary and Secondary School Level