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THE INSTRUMENTATION FOR TEACHING PHYSICS AT INITIAL TEACHER TRAINING: ASSUMING AUTHORITY IN THE PHYSICS TEACHING-LEARNING PROCESS

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This work investigates a didactic sequence developed in the discipline of Instrumentation for Teaching Physics (B), the didactic-methodological strategies adopted and its innovative character towards critical and reflexive formation. The context of the research focuses on the Licentiate course in Physics, Nighttime, in the offer of the discipline during the second semester of 2016, at the Federal University of Santa Maria(UFSM). The discipline's main objective is to understand the importance of the laboratory for the development of Physics and for the teaching of Physics, as well as to elaborate and defend in class, teaching structured and unstructured scripts for high school that integrate theory and practice in Mechanics and Thermodynamics. From this point, it was thought of in a dynamics job that allowed a study spoken about the physical contents involved, selection and construction of the experimental activity and socialization during two meetings a week. Features such as MOODLE, WhatsApp, and shared documents in Google Drive were used in the course of activities. Based on the results obtained, it is accepted that the didactic sequence adopted in the discipline promoted the understanding of academics about the importance of planning and use of the experimentation in their future activities as teachers.

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

No

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

No

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