

Towards Socio-ecological Sustainability in Elementary School through Problem Based Learning

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INTRODUCTION

The current **planetary emergency** situation demands a great challenge from education, which is to educate to protect both the Earth and human life. In that regard, the education for **socio-ecological sustainability** needs to be present in the curriculum and teaching practices of elementary school. Educational systems need to respond to these sociological demands of the planet and to the purposes of the **2030 Agenda**, which clearly emphasizes the importance of an adequate educational response. The use of active methodologies such as **problem-based learning** can prove to be an alternative in the construction of individuals' critical thinking towards a more sustainable society.



2030 Agenda

OBJECTIVE

The objective of this study is to **investigate** the **perception** of **elementary school teachers** at the Clara Camarão State School about mastering and approaching **socio-ecological sustainability** towards **problem based learning**.

METHODOLOGY

This is a **qualitative research**, in which data was collected from 16 teachers through an online questionnaire via Google Forms, focusing on a more comprehensive understanding of their thoughts on sustainability in educational practice. Data analysis, based on theoretical support, was performed using Bardin's content analysis technique.

RESULTS

The results showed that **teachers have very little contemplated the discussion of socio-ecological sustainability based on problem based learning**, demonstrating a certain weakness in the initial and/or continuing education of teachers on the approach to socio-ecological sustainability.

CONCLUSIONS

It is concluded that although the training of teachers on the subject has proved to be insufficient, it was found that **teachers are willing to streamline learning about socio-ecological sustainability at school through problem-based learning**.

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