

Views of Students from an Integrated Middle Level Technical Course in Brazil on Scientific Inquiry

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INTRODUCTION

In this technical-scientific informational period during a spatial crisis, the scientific inquiry (SI) has become relevant, mainly due to the fact that, in the teaching-learning process in high school in Brazil, it started to have as a great ally the Brazilian National Learning Curriculum (BNCC) by the Ministry of Education, published in 2017 and acting in the country. This Brazilian document states that it is necessary that the school welcoming students at this level of education must fulfill its commitment to the scientific-technological foundations of knowledge production, integrating different areas of knowledge towards a better literacy or scientific understanding that enable the formation of autonomous and critical thinkers in the face of current challenges. However, the everyday reality of the high school classroom is far from the full reach of this commitment to the BNCC, as the SI still seems to be a very limited reality in the context of the classroom, not only in high school, but of basic education as a whole (involving the previous kindergarten and elementary school). In a particular situation, the importance of SI, in the teaching-learning of technical courses at the high-school integrated level of the Federal Institute of Science and Technology of Rio Grande do Norte (IFRN), Brazil, has been a reality since 2012, when the implementation of its new Political-Pedagogical Project happened. This document includes four curricular seminars (namely: Academic Integration, Quality of Life, Initiation to Research and Guidance for Professional Practice) that are articulators of the propaedeutic and technical disciplines, among which the Initiation Seminar for Research stands out (SIP), aimed at articulating theory-practice as a fundamental attitude to the complementation of knowledge and skills in the direction of scientific education in the integrated technical courses at IFRN. However, there is no current research that captures how science education has taken place at the institution, and the knowledge and understanding that students have about SI has not been investigated so far.

OBJECTIVE

The objective was to know the views of students from two SIP classes of the academic term of 2021.1, of the second year of the IFRN Environmental Control integrated high school technical course, at the Natal-Central Campus, Natal, Brazil.

METHODOLOGY

Data was collected through the Views About Scientific Inquiry (VASI) questionnaire, applied to 63 of these students.

RESULTS

The results revealed that most students had little knowledge about SI, predominantly a naive view of SI, as measured by the VASI.

CONCLUSIONS

This tool can be applied by schools and teachers, since different SI-based curricula are being proposed by secondary education institutions in Brazil.

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