

IMPLICATIONS OF THE PROGRAM FOR THE PREPARATION OF TEACHERS IN PROGRESSING TOWARD GLOBAL SCIENCE LITERACY

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The theoretical and empirical aspects of the present work are based on the research and activities developed in a project entitled Geosciences and the permanent formation of teachers for the basic school, which began in 1996. Its participants include a staff group from the Department of Geosciences Applied to School Teaching together with a team of teachers from public schools of São Paulo province. Project is mainly focused on the subjects of Geosciences designed for basic teaching (11 to 14 year olds). And along with its development and the steps to be followed there are a series of results and reflections that can be valuable for the Global Science Literacy issue. In this project other modes to organize the curriculum are being tried, starting from disciplinary mode to reach an interdisciplinary mode, and aiming at a unified, conceptual organization of curricula with Geoscience themes. In our study the themes of Geosciences have been developed together with other disciplines like Portuguese Language, History and Geography. The purpose is to develop procedures and languages that can bridge these different cultural and linguistic boundaries. In the case of disciplines like Sciences, Maths and Geography, a special attention is given to the work with a variety of processes on different scales of space and time, as well as with a diversity of cause-effect relations -- from linear to multiple-cause explanations. The purpose is to incentivate the teachers to adopt themes that involve analogies, patterns of time and space, models, successive-causal narratives and historical argument.