

BRAZILIAN GEOLOGY CURRICULA: SOME COMMENTS ABOUT THE NATIONAL CURRICULA DIRECTIVES

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The Brazilian Ministry of Education (MEC) by the end of 1997, claiming for more flexibility and new pedagogical methods, began to redefine all curricula in Brazil, establishing the National Curricular Directives (NCD). Some Brazilian degree geology courses, through their coordinators and after brief discussions, sent individual proposals to the specialists commission delegated by the MEC to elaborate the NCD, which is almost concluded. Though very important, the NCD were not sufficiently well discussed, once more exposing the national difficulty on debating subjects related to the superior geology teaching. It looks like that Brazilian geology community lost a great opportunity to discuss the meaning of a curriculum as a whole and how professors and students act along the educational process. Another point should be stressed: the NCD first proposal of curriculum evaluation adopts much of other governmental agencies (CAPES/CNPq) evaluation's model, mainly based on the professor's technical qualification and laboratory facilities, with few possibilities of evaluating the results by the point of view of the students and society. So it seems, that the NCD kept some characteristics of the old minimum curriculum, with new aspects as reduction of the minimum number of class-hours and the possibility of adapting each geology course to its regional demands.