

3ème FORUM DE L'INNOVATION PÉDAGOGIQUE
EN SCIENCES AGRONOMIQUES

3rd FORUM OF INNOVATION
IN AGRONOMIC SCIENCE EDUCATION

NOUVELLES TECHNOLOGIES DE COMMUNICATION
ET ÉCHANGES INTERNATIONAUX EN MATIÈRE DE FORMATION

NEW COMMUNICATION TECHNOLOGIES
AND INTERNATIONAL EXCHANGES IN THE FIELD OF TRAINING

29, 30 ET 31 JANVIER 1997 - JANUARY 29, 30, 31, 1997

Montpellier

RÉSUMÉS DES CONTRIBUTIONS - PRÉSENTATION DES ATELIERS

ABSTRACTS - WORKSHOPS PRESENTATION

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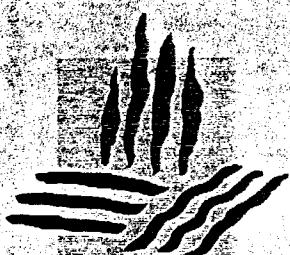
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SCIENCE TEACHING AND TELEMATICS IN BRAZIL

The use of telematics in education is a recent field of research and possibly could improve international collaboration of students of different ages and cultures. Although some experiences have been reported in Brazil, few have been concerned with the use of Internet in curriculum-centered activities. Informal contacts and exchange of personal opinions have been the basis of previous work.

We have done a piece of research trying to establish core subjects in the Science curriculum, so that students all over the world could possibly be interested in working together in normal school science classes. Another point of concern was to sort out ways to integrate young children in the use of Internet, together with their teachers. Also important was our view of important subjects for students future needs as citizens and, as a result, environmental themes where chosen. We are presently running five curricular projects in areas such as ecology, biology, physics, chemistry, agricultural and environmental education, with a wide range of students, aged 9 to 17. Projects are phenomena-based, with a heavy experimental approach. Students collect, exchange and discuss data using Internet. Projects have been run for the last four years with a wide group of schools. Brazilian schools have different profiles, some are public, including a rural school with agriculture-centered courses, other are private, near Sao Paulo or as far as Mato Grosso (2.000 km far away). Schools from other countries have also taken part in the projects, from countries like US, UK, Sweden, Israel and Japan.

Results show that new technologies can be used in a variety of contexts, provided specific guidance to teachers, headmasters and students. Some school science subjects, such as botany and astronomy, can be considerably improved, as students have shown a surprising high level of interest and enthusiasm.