



Avaliação do potencial didático de espaços não formais: uma proposta de apoio ao professor no ensino de ciências [

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text (article)

Analítica

Although important for Science Education, Non-Formal Spaces of Education - NFSE are poorly explored by teachers, mainly due to lack of incentive and lack of preparation. In order to assist and guide the planning of science classes in non-formal spaces, we present the criteria for the construction and validation of a Didactic Potential Analysis Spaces NonFormal Education, the DPASNFE elaborated as a dissertation product. The validation comprised two pilot tests with prospective initial teachers (32 graduates), and their application during a continuing training course at NFSE with 21 science teachers. The preliminary instrument was evaluated for its objectivity, structuring and presentation as well as relevance. The results obtained in the pilot tests showed convergent and divergent points, validating the objectivity and relevance of the instrument. However, it was observed that, in relation to the structuring and presentation of the script, there were more similar considerations with low validation index, characterizing the needs of change regarding this criterion. From this analysis, it is considered that DPASNFE has validity of objectivity, structuring, appearance, as well as relevance and importance. At the moment, it is compatible, to the end that it is proposed, to assist teachers in the planning of didactic activities in NFSE in order to achieve meaningful learning

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Baratz Innovación Documental

- Gran Vía, 59 28013 Madrid
- (+34) 91 456 03 60
- informa@baratz.es