As contribuições das tecnologias da informação e comunicação em um curso de Astronomia a distância: uma análise à luz da Teoria dos Campos Conceituais [

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text (article)

Analítica

This work presents the analysis of the planning and implementation of a distance learning course in Astronomy involving eight high school students of a private school in southern of Minas Gerais. The course took place in a Virtual Learning Environment, with resources such as simulations, videos and texts. The focus of the analysis brought an understanding of how these resources can contribute to improve the repertoire of schemes of the students. The Theory of Conceptual Fields, proposed by Gerard Vergnaud, was used to carry out this study as a reference for travel planning and analysis. The results highlight the alternative of interaction between teacher and student that virtual environments can provide. Regarding the discussed concepts, we emphasize that for the concept of gravity, there are indications that students could increase their schemes repertoire on the relationship between mass and gravitational force
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