

5th World Conference Educational Sciences – WCES 2013

Environmental Education: A Propose of High School

Stélio João Rodrigues^{a}**^aDepartament the education, University Anhanguera, Jaraguá do Sul –Santa Catarina - Brazil*

Abstract

The educative practices had been determined by actions developed about the environmental questions. in the perspective of learning to learn, and by implications in the continued formation of High School's teachers with emphasis in an Environmental Education that provided changes of procedures in the utilization of the environmental resources so that these can continue generating life. The analysed data point that:: the course plans of the subjects do not present, didactic aspects for the development of the Environmental Education; the theoretical and practical procedures constructed, applied and evaluated for teachers of High School contribute significantly for the educative process.

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Selection and/or peer-review under responsibility of Academic World Education and Research Center.

Keywords: Continued formation, Inquiry-action, Education Environmental, interdisciplinary, motivation.

1. Introduction

The Stockholm Conference (Dias, 2002), during which was determined that the contents of Environmental Education (EE) would address the education issue as a practice of making society more organized, conscious, able to manage the resources of nature, so to enable its sustainability.

Capra (1982), Gadotti (2000), Rodrigues (2001) describe that: the educational structure also presents a Cartesian view of the environment; teachers receive fragmented knowledge during their academic learning process; there are difficulties of dialogue and exchanges experiences performed in classroom between teachers; the economic time which the world passes, requiring excessive workload of teachers who work up to three periods and in different schools are some of the factors that, in educational process, turn it difficult to develop a proposal of Environmental Education in their work process. Considering that the problems about environmental issues affect all levels of education, with shortcomings mainly in high school, developed the following research problem: How can the on going training helps high school teachers build their educational proposals contemplating Environmental Education?

Environmental Education is considered a continuous and permanent process which is a dimension of integral education of all citizens, oriented so that the process of knowledge acquisition, development of habits, skills and attitudes and values formation, harmonize to relations between men, and between them with the rest of society and

* Corresponding Author: Stélio João Rodrigues. Tel.: +55-047-3372-0547
E-mail steliojoao@aedu.com

nature, to with them provide the reorientation of economic, social and cultural processes by making sustainable development. (Ministry of Science and Technology, 2007:12).

The investigative field on this research develops in the on going training of High School teachers. The object of research addresses the continuing education of teachers with emphasis on Environmental Education, an interdisciplinary approach within the dialogic pedagogy. The reason for this choice is justified by the important role that teachers play on education system as agents in this transformation process. Considering the above, we define the theme of this research: **The continuing education of high school teachers and Environmental Education (a dynamic research-action in Jaragua do Sul, Santa Catarina, Brazil).**

We propose the following objectives: To establish a diagnosis about the level of development of environmental education in High School Education of the municipality of Jaragua do Sul ; Develop an on going training program with methodological support of research-action in a school of the municipality, which contributes with the transformation of teaching in environmental education at the region; evaluate the impact of the on going training program in short and medium term. To promote research we organized scientific questions: what theoretical and methodological procedures are needed for a group of teachers to develop changes in attitudes to the environment? How to develop continuing education of a group of high school teachers that includes environmental education?

According to defined objectives and established scientific questions, we performed: the selection and analysis of the literature about the organization and development of educational process for teachers in Environmental Education, in dialectical pedagogy, continuous training of teachers, action research, inter disciplinarily, science, technology and society, values; analysis of disciplines programs of Secondary Education on schools in the city of Jaragua do Sul to rank the need and didactic methodological aspects that can contribute to the development of environmental education; verification of which theoretical concepts on Environmental Education are used by teachers in classroom; the development of theoretical and methodological procedures to help teachers of high school courses in environmental perspective; the application of this procedures on continuous training of teachers in a research action dynamic; evaluation of impacts on the continuous training developed program.

The continuing education is necessary because it allows to know better the things we already know, and know others which are not known yet. Studying is a revolutionary attitude. There is no teaching without research or research without teaching. Freire writes (1987:32), while teaching, keep looking. Teaching wondered why because I inquire and inquire myself. I search for verify, verifying, intervene intervening, teach and teach myself. I search for know what I still do not know and communicate or announce the news.

Methodology

The methodological procedures used in this research looking for: analyse the high schools disciplines programs of the city of Jaragua do Sul, SC, to raise the methodological didactic aspects, which may contribute to develop environmental education; verify the theoretical contributions related to Environmental Education used by high school teachers in their classrooms; elaborate theoretical and methodological procedures to collaborate on environmental perspective of high school teachers; apply these procedures in continuing education in a research - action dynamic; evaluate the proposal of continuing education with teachers. The diagnosis process was developed in six secondary schools in the city of Jaragua do Sul - SC - Brazil. The proposal was applied to the High School, "Abdon Batista" in the city of Jaragua do Sul / SC - Brazil, which attends on three periods (morning, afternoon and evening), along with 750 high school students, relying on a framework of 35 teachers.

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