



**PROGRAMS AND BIBLIOGRAPHY**

<b>Subject</b>	
<b>Code</b>	<b>Name</b>
QG760	Teaching Projects in Chemistry

<b>Vector</b>
OF:S-1 T:000 P:003 L:000 O:005 D:000 HS:008 SL:003 C:008 AV:N EX:N FM:75%

<b>Pre requirement</b>	AA470
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<b>Summary</b>
<p>In-class discussions (3 hours per week) involving theoretical and conceptual aspects to support the elaboration of experimental or theoretical projects related to Teaching Chemistry, focusing on basic or non-formal education. The projects will be executed during the semester, accompanied by critical readings of several texts involving the Chemistry and Education, application of computer resources and other media, in order to subsidize the elaboration of oral presentations and reports that will be shared with all students in activities during the classes. The result of each project, fully based on specific literature, must be recorded as a monograph, which may include instructional material, and will also be presented orally.</p>

<b>Program</b>
<p>The student should develop a project during the semester, under the guidance of the teacher responsible for the discipline. The final project, along with all material developed during the semester, will be evaluated through a monograph and an oral presentation. The project topic should address issues related to Chemistry Teaching at any level of formal or informal education, focusing on any of the areas or concepts of Chemistry. All different teaching strategies can be employed, including or not experimental activities. This 8 credit discipline has 2 distinct parts. Five credits can be organized individually by the students, according to their availability of time to develop the project with the teacher guidance. There are 3 credits of practical activities, with defined time and place and compulsory attendance. This is the space for the collective follow-up of the work execution (including possible tests of experimental proposals) and participatory discussions, including the presentation of seminars on issues related to Chemistry Teaching (relevant to the execution of the projects and important for the training of the future professors, discussed in the form of seminars) and pedagogical practices (such as organization and classroom simulation).</p>

### **Bibliography**

Parâmetros Curriculares Nacionais – PCN Ensino Médio, Ministério da Educação, Secretaria de Educação Média e Tecnológica, Brasília, 1999.

PCN + Ensino Médio, Orientações Educacionais Complementares aos Parâmetros Curriculares Nacionais, Ciências da Natureza, Matemática e suas Tecnologias, Ministério da Educação, Secretaria de Educação Média e Tecnológica, Brasília, 2002.

Currículo do Estado de São Paulo, disponível em <http://www.rededosaber.sp.gov.br/portais/Portals/43/Files/CNST.pdf>

Proposta Curricular do Estado de São Paulo - Química Ensino Médio, disponível em [http://www.rededosaber.sp.gov.br/portais/Portals/18/arquivos/Prop\\_QUI\\_COMP\\_red\\_md\\_20\\_03.pdf](http://www.rededosaber.sp.gov.br/portais/Portals/18/arquivos/Prop_QUI_COMP_red_md_20_03.pdf)

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Chagas, A. P.; Como se faz Química, 3ª Ed, Editora da UNICAMP, Campinas, 2005.

Base Nacional Comum Curricular, Ministério da Educação, Secretaria de Educação Básica, Brasília, 2015. <http://basenacionalcomum.mec.gov.br/#/site/conhecaQG680>

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Koch, Ingedore; Villaca, E. V. M.. Ler e Compreender: os Sentidos do Texto. São Paulo: Contexto, 2012.

Faraco, C. A.; Tezza,

### **Evaluation criteria**

For grading policy, see the UNICAMP official rules. Regimento Geral de Graduação, Seção I – Normas Gerais, Capítulo V – Da Avaliação do Aluno na Disciplina.

Students are required to attend 75 % of the lectures. For further details, see: Regimento Geral de Graduação, capítulo VI, seção X, artigo 72.

Available in: <https://www.dac.unicamp.br/portal/graduacao/regimento-geral>