TESTE DE APTIDÃO EM LÍNGUA INGLESA

CHAVE DE RESPOSTA

“**Helping Science teachers tackle misinformation and controversial topics: a program is training teachers how to talk about the pandemic, vaccines and masks in places where the science is up for debate.**

Javeria Salman, September 16, 2021.

How do you teach kids about science when there is so much scientific misinformation and conflict over the truth about coronavirus, vaccines and masks?

… the National Center for Science Education (NCSE) works to make sure students across the United States of America have an accurate science education (…) and it has been guiding teachers on how to handle politically tense issues like evolution and climate change for years.

Questions about masking, sending kids to school, new variants, (…) and conspiracy theories prompted the NCSE to develop a new set of lessons, called the “nature of science,” to challenge the most common misconceptions about science and how science works. The lessons are based around public health, epidemiology and the coronavirus pandemic because there’s “an urgent need for people to understand those topics,” said Ann Reid, executive director of NCSE.

“What we certainly see from the pandemic is having a low level of science literacy and a low understanding of how science works in the population is really dangerous,” Reid said. “It leaves people very vulnerable to misinformation and disinformation.”

Exercises within the lessons are designed help give teachers competence and skill in teaching topics that are considered controversial, and also help resolve

student misconceptions, Reid said. They also encourage media literacy: Each lesson is meant to help teach students how to evaluate whether scientific evidence is credible or not. For example, an activity about masking asks students to work together to develop and test masks to see how masks work. Students also conduct research and present it to the class, and discuss the sourcing of information they review, including the scientists behind the research, and who paid for it.

Making science education more rigorous is more critical than ever, especially now, “investing in improved science learning for all must be a national priority.” Reid, however, is worried that improving science instruction is still a low priority in too many schools, and at the federal level. “What I would have loved to have seen is that out of this pandemic, everybody would be having kind of a Sputnik moment of, ‘Wow, boy, we need to really invest a lot in science education.’ That’s really important”.

Adaptado de: https://hechingerreport.org/helping-science-teachers-tackle-misinformation-and-controversial-topics/?fbclid=IwAR0pfAVDPxlGJQelAHoS7 SR2bvvXqFxbsOe2ichIVv_Cgnxk-vvhLz7Z_YM. Acesso em 20/09/2021.

Questão 01. Faça a tradução do título. (1 ponto)

R: Ajudando os professores de ciências a enfrentar informações erradas e tópicos controversos: um programa está treinando professores em como conversar sobre a pandemia, vacinas e máscaras em lugares onde a ciência está em debate.

Questão 02. No quinto parágrafo, a autora relata uma experiência prática para ser desenvolvida em sala de aula. Descreva-a brevemente. (2 pontos)

R: Uma atividade sobre o uso de máscaras solicita aos estudantes a trabalharem juntos no desenvolvimento e teste de máscaras para ver como as máscaras funcionam. Os estudantes também conduzem pesquisas e apresentam para a turma, e discutem a fonte de informação que eles revisaram, incluindo os cientistas por detrás da pesquisa, e quem pagou por ela.

Questão 03. Baseada(o) na leitura do texto acima e em sua experiência docente, responda à questão proposta no primeiro parágrafo. (2 pontos)

R: Atividades teóricas e práticas diversificadas, com foco no aluno. Sequencias didáticas, visitas a laboratórios, atividades investigativas sobre máscaras.