

ArtSci

FOREEDUCATION

2019

Report

in

## Activities

School Park

[www.arteciencia.net/artsci](http://www.arteciencia.net/artsci)

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2019

**PHASE OF  
CONTEXTUALIZATION**

The contextualization phase was idealized to acclimatize students in active learning strategies. That initial phase was fundamental to make with that they experienced the prospect the protagonists of its process of learning. We simulate situations in that they perceived themselves as a group diversified with potential complementary and can make difference in society by working in team in favor of the collective. Important

**PROMOTED  
INTERACTION  
COLABORATIVE**

highlight that it was possible, from the strategies: identify different thought; investigate knowledge related to the concepts of art and science; stimulate the curiosity of understand and apply the integration these concepts in practice in order to inspire them to create and propose solutions for challenges in a collaborative way.

identification of potential  
Identification of profiles  
Investigation of  
previous knowledge

## Goals

Recognize and understand the own characteristics and facing a challenge.

Applying cooperation in problem solving in order to understand, value and respect the diversity of ideas and profiles.

## Method

We use as strategy in this class the challenge of Marshmallow. This challenge was chosen to present to the students, the work in team, the basic principle of based learning problems (PBL).

As an active methodology, students act as protagonists and are invited to attend actively taking action and find a solution together to the problem presented.

It should be noted that active learning has as purpose of making the experience of more dynamic learning, stimulate creativity and autonomy, actively engage the student in his / her process learning and to the student experiences in which it can use higher levels of

## Results

In the team the students the challenge of the marshmallow and could recognize your emotions and realize the different possibilities of paths chosen to solve a even problems. The process planning and execution of each of the solutions was unique and impacted directly by the way with that each team mobilized and used his collaborative way of dealing with the challenge presented. With this activity the students were stimulated to develop the following Skills:

**#planning; #cooperation;  
#Communication; #empathy;  
# creativity  
#self knowledge  
#autocare**

cognitive complexity.

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## **REFLECTIONS FOR DEVELOPMENT OF METHODOLOGY**

We observed an initial resistance and concern about the sustainability in relation to the use of materials such as post it and pasta that, for them, would be a point to be reviewed to avoid waste. This awareness is a highlight.

positive, but important to note that the application of methodologies requires trust and can be uncomfortable for those who are starting. A resistance change and that, in a first lesson, you can have generated this and other reactions of estrangement. THE anxiety about knowing the next steps was also a point and this is probably due to the fact that that they understood that they are the protagonists in this discipline. They will be required cognitively in each and may want to "prepare." A similar reaction namely when and how they will be evaluated. When they watch passively the classes do not usually want to know the that comes after, just the time that will end.

**CLASS 2****THE POWER OF****QUESTION****Goals**

Develop and apply the scientific reasoning and critical thinking.

**Method**

Curiosity boosted countless advances in history of humanity and the questions arose disturbing, the human being started to seek answers,

**Results**

The students felt motivated to develop new questions to get them answers about what is art and which is science. Arrived at surprising results to the choose the issues elaborated by them for reply. The request for provide an explanation for share with others teams, which for them was art and science was a

understand themes  
and occurred

great discoveries.

We used as strategy,  
in this class, learning  
for questioning to  
promote reasoning  
scientific and thinking  
critical, in addition to  
the protagonism of the student.

A questioning can  
unleash countless  
unfolding and it is premised  
to start the  
delimitation of a problem to  
be investigated. The objective was to  
to avoid, initially, the search for  
responses and encourage them to  
to develop new  
greater cognitive complexity  
which, when answered,  
collaborative way, you could  
get them to understand what  
it is art and what science is.

fundamental for compiling  
all the discoveries and  
developing the potential of  
communication and argumentation.  
With this class the students  
were stimulated to  
develop the following  
Skills:

**# cooperation #autonomia  
critical thinking  
# creativity # communication  
argumentation**

**REFLECTIONS FOR  
DEVELOPMENT OF  
METHODOLOGY**

The resistance to the role of protagonist of its process of

learning was minimized after the stimulus and first experience in class 1. Students have elaborated questions and went in search of answers to understand what was art and science. During the process, the anxiety about what was to come maintained, but in assuming themselves as protagonists, we observe the characteristic of urgency and immediacy elaborate the explanation to be shared with colleagues.

The requirement for a higher level of complexity of thinking to compile and argue about their perspective in relation to art and science may have their little practice in experimenting with this action. With it it is necessary to work your thinking and mobilize, in an integrated way, different knowledge. It seemed important to them to proceed to the next step, rather than reflect and analyze ways to improve the way you share your discover and learn from their peers.

**CLASS 3****ARREST IN PRACTICE****Goals**

Recognize and analyze the integration between art and science in practice.

Evaluate and recommend projects which integrate art and science.

**Method**

During this class we used as strategy to peer learning. In team students apply your knowledge of the lessons previous to choose 3 projects that integrate art and science. Reading and analyzing of the document "ArtScience: Integrative Collaboration to Create a Sustainable Future " was suggested to support the evaluation and decision students for 1 out of 3 pre-selected projects to recommend as example of art integration and science.

#metodologiasativas;  
#paring learning;

**Results**

During class the students engaged in the search for projects that integrate art and science and have perspective on the possibilities of application knowledge.

They invested more time in search and selection of projects than in reading the document suggested for foundations. With this class the students were able to developed were stimulated to develop the following Skills:

**# cooperation #autonomia  
critical thinking  
#Communication  
argumentation**

#prendizagemativa #pbl;  
#tbl; #POL

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**REFLECTIONS FOR  
DEVELOPMENT OF  
METHODOLOGY**

The students felt motivated to apply their knowledge and know new projects, but had the perception that they are repeating themselves or reviewing the previous experience, in addition to feeling less stimulated reading / studying activity of the suggested document. It is important to highlight the role of the teacher as mediator. In order to stimulate students' curiosity, rather than mediate, anticipated this lesson by presenting examples of integration between art and science in class previous. This was not the time yet, since this class was planned so that they understood concepts of art and science and only then, to challenge them to apply what have learned to recognize the integration of art science in practice. The answers came just before the new questions. The teacher's habit as

center of learning and anxiety with the apparent student's resistance to methodology was a important. From that moment on, in order to minimize the expectations, the proposal of the dynamics of the next will be presented at the beginning of each class.

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## **CLASS 4**

### **IDENTITY OF TEAMS**

#### Goals

Identify skills and assign roles to team members  
Create the visual identity of the team

#### Results

The students engaged to allocate, in accordance with skills identified by responsibility for each team member.  
We also observed the commitment and creativity of

## Method

We used as strategy the simulation of the environment startups with regard to function definition and identity of the team.

Defined the members of each team, the students assigned functions with specific responsibilities for each one, according to the observed abilities.

To start the exercise of the creativity has been proposed each team created its visual identity, that is, create an analog logo or digital format that represented the your team.

#metodologiasativas;

#paring learning

#prendizagemativa #pbl;

#tbl #POL

teams in creating your Improve visual identity his aesthetic sense and enhancing the sense of unity and belonging, important for the development and proposal solutions. With this lesson the students could developed were stimulated to develop the following Skills:

**# cooperation #autonomia  
# creativity # communication  
# aesthetic  
#self knowledge**

## REFLECTIONS FOR DEVELOPMENT OF

## METHODOLOGY

Know the next steps of the discipline

were essential to reduce the anxiety of

students and teachers with the sequence of phases.

Define the roles and responsibilities of each member

made them reflect on their potentialities,

increasing the possibility of self-knowledge. Create the visual identity allowed students to be able to

to use creativity in a collaborative way to

commitment of the members with the

teams, a sense of belonging and aesthetic sense.

It should be stressed that this proposal requires more than

the hands on, it is necessary that the

student is cognitively active (minds on). Some

students were eager for finalization and dedicated

little time to improve upon the initial idea. The next phase

to address this and other issues that can be

improved throughout the year.

**DEVELOPMENT****OF****APP****App ArtSci**

The app is under development. During classes, some functionalities have been tested and feedback from teachers and students.

The forecast is that by the second half the application fully integrated with Moodle.

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The PREND<sub>A</sub> WITH  
ONTEM , LIVE TO<sub>TODAY</sub> ,

Ten<sup>h</sup> The HOPE NC A  
P A<sub>R</sub> A<sub>R</sub> A<sub>M</sub> A<sub>NH</sub> .

The IMPORT The NTE is NOT

P A<sub>R</sub> A<sub>R</sub> A<sub>R</sub> QUESTION.

Albert Einstein