Case 'Learn to Know: Whole Body Search' – Educational Innovation Project in a Florianopolis/Brazil's School

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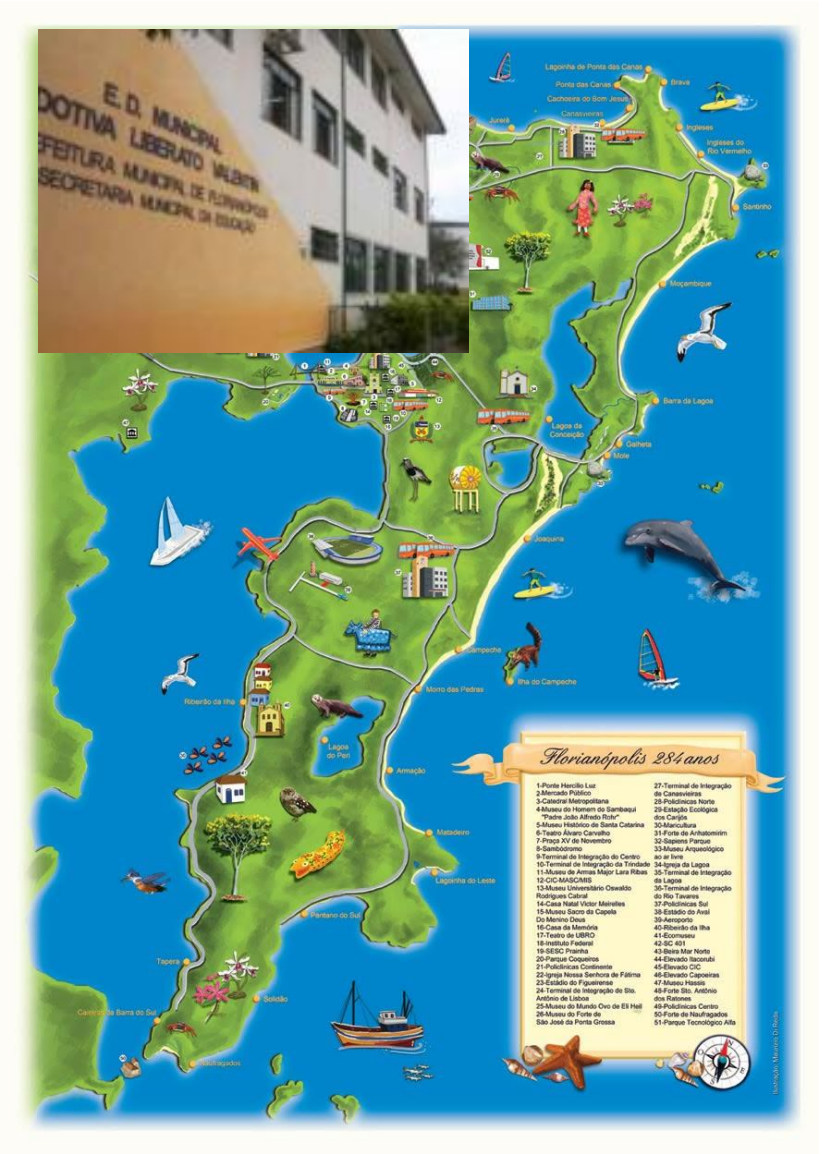
At the *Adotiva Liberato Valentim* Primary School in Florianopolis, Brazil, since 2014, about 4 years ago, an educational project has been implemented with important results observed, both in the change of posture of teachers and students in the teaching-learning process. The Student autonomy and participation in the educational process.



The project's dynamic and innovative approach is based on the step-by-step application of the scientific research method, mainly in relation to research strategies, where the researcher identifies problems / researches, promotes a broad review of the theme, formulate as questions / hypotheses and responds / validates based on the information / data collected.

Didactic sequence of method

In this project, the didactic sequence of the method consists approximately in the steps taught in the work of scientific initiation developed in the academic environment, so important in the formation of the researcher. The following is a brief description of each one.

Didactic sequence of method

Initial exploratory phase (1st stage)

Initially, each class of the school and each individual student is encouraged to 'observe' their environment, paying attention to objects, animals, people, facts, events, not just nearby, but media news, current and historical, as well as all kind of peculiarity. The teacher asks the main question of the project: What do you want to learn this year at school? This is a phase of the project extremely fertile in ideas and suggestions, where curiosity and restlessness is stimulated. Teachers guide students to record everything that is interesting.

Definition of the theme and problematization (2nd stage)

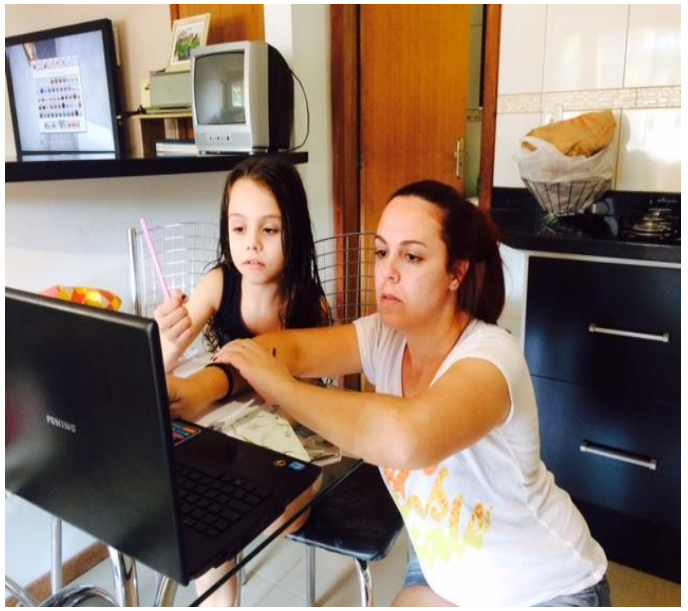
Each class will choose their theme, to develop the research throughout the school year. At this stage, the teacher often uses brainstorming to collect students' themes and preferences, promoting discussions to better clarify the class on preferred subjects. In the end, the theme is chosen by the class by voting. After choosing the topic, there is a period for formulating the questions (questions to be investigated) that will become the goals that will guide the whole investigation. It is important to highlight that during the data collection new issues can be incorporated.

Definition of 'instruments' and data collection strategies (3rd stage)

At this stage, there is a need for advice to teachers, since not all of them dominate the area of scientific research. Adapting to the school environment, the protocols (for documentary / bibliographic and field research) and the data collection schedule are elaborated. In all cases, they should be made with the students. They are summarized as 'observational records' for the visits, 'interview scripts' for the approach of the speakers, 'record sheets' for searches in books, magazines and on the internet, among others.

Data collection (4th stage)

At this stage, naturally, the students have already mobilized their families by themselves and are engaged in researching the subject together. The parents are oriented to act as facilitators, providing the means for the students to have access to information outside of school in their free time. This phase is very rich in technical visits, support by professionals and specialized institutions in the chosen subjects, intense circulation of lecturers and consultants in the school and visits to universities and research institutes, besides the assiduous attendance of the classes in the library and the computers room. Teachers guide the recording of all research in journals, drawings, photographs, filming. There are often initiatives for creating blog's, videos on You Tube, etc. Here, much of the teaching activity is focused on stimulating, problematizing, creating together with the student an environment conducive to the research and investigation of the subject.



Final report / publication (5th stage)

It is idealized and organized annually the Science Fair, with much engagement of the school community. This is the main 'publication' where the results of all the work developed throughout the year are presented. The results are also presented in social networks, developed jointly by students and teachers.

Experience report

Initially, in the implementation of the project, there was some resistance from some teachers, questioning the lack of time to comply with the annual curriculum. As soon as the activities started, it was possible to adapt the official contents of the curriculum to the subjects researched.

Experience report

It is noticed that students throughout the stages of the project become protagonists and acquire autonomy for decisions of all kinds, appropriating the project as 'their' and spontaneously organizing / participating in: - open polls, dissemination of the topics through posters and interviews, seminars and simulated juries; - small events, workshops and scripted works; - study outings and guided tours; - visits in laboratories and research centers; - portfolios, models, videos and further media; among others.