

The use of films in Brazilian Science teaching

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Abstract. The present work intends, through a bibliographical survey of Brazilian teaching journals, to analyze the use of films in Science teaching. From the analysis of several articles, it was possible to verify that the film in the classroom is rarely used in a critical way and is used more in an instrumental way.

1. Introduction

Nature Science teaching is still approached traditionally in Brazilian schools; for this reason, many students are unable to relate what is taught to their reality.

Zanetic [1] highlights the importance of relating the teaching of physics to other areas of culture such as literature, theater, and cinema. Some teachers, when seeking alternative ways to teach science, choose to show movies in the classroom.

The objective of this work is to analyze, through a bibliographical research, how movies are used in Physics Teaching. Because it is a very popular audiovisual resource, a careful and investigative look is needed to identify the various possibilities and potentialities of the film resource.

2. Methodology

In order to find works that approach the use of films in Physics Teaching, the research method used was bibliographic research. To compose the research corpus, six Brazilian journals from the Teaching area were analyzed: *Ciência e*

Educação; Ensaio-Pesquisa em Educação em Ciências; Revista Brasileira de Ensino de Física; Revista Brasileira de Pesquisa em Educação em Ciências; Revista de Educação, Ciências e Matemática; Investigações em Ensino de Ciências.

Selected from the Qualis Capes (Coordination for the Improvement of Higher Education Personnel), only the journals classified as Qualis A1 and A2 in the Teaching area were considered.

The stipulated search period was the decade from 2011 to 2020, and a total of 13 articles were selected. To analyze the information obtained, we decided to use Bardin's Categorical Content Analysis [2]. For this analysis, two categories were developed: theoretical study and didactic proposal.

3. Conclusion

After the analysis of the selected journals and articles, it was possible to verify that, in general, the number of publications addressing the use of audiovisual resources in science teaching has grown over the last decade.

However, the number of publications on this theme is still insignificant when compared to other published works. It was also possible to verify that the use of films in Physics classes occurs in a very instrumental way, and few works use the film as a possibility for the promotion of critical and conscious scientific learning.

References

[1] ZANETIC, J. Física e Arte: uma ponte entre duas culturas. Pro-Posições, v.17, n.1. p.49, jan./abr. 2006.

[2] BARDIN, L. Análise de conteúdo. Tradução: Luís Antero Reto e Augusto Pinheiro. Lisboa: Edições 70, 2016.