

Área: EDU

Chemistry Gazette: connecting university outreach and scientific communication

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Palavras-Chave: Gazeta Química, divulgação científica, extensão universitária, jornal impresso, ensino de química.

Highlights

Chemistry Gazette project develop a scientific newspaper as a tool for public engagement and university outreach. High school students co-authored editions focusing on relevant chemistry topics, from e-waste to organic batteries. The initiative successfully developed students' science communication skills within their local community. It strengthened the vital partnership between the university and basic education through collaborative creation.

Resumo/Abstract

Scientific communication can be understood as an interdisciplinary field that bridges technoscientific culture with social domains such as journalism, media studies, the history of science, and education (Lima & Giordan, 2021). From this perspective, it is inherently connected to university outreach, as it frames scientific knowledge as a reciprocal exchange between esoteric (specialist) and exoteric (public) social spheres. This point of view challenges epistemological approaches that reduce the construction of technoscience to the authority of experts alone (Fleck, 2010). This manuscript reports on the outreach project Chemistry Gazette (CQ) at UNESPAR/União da Vitória, which involved producing scientific newspapers in collaboration with schools from the Iguazu Valley. The project aimed to use printed newspapers as tools for both scientific communication and didactic transposition, addressing themes related to Chemistry. In its fifth through eighth editions, the newspaper featured contributions from high school students, who wrote texts on the following topics, respectively: electronic garbage, the use of sand in the civil construction, lithium batteries, and organic batteries. The texts were selected in partnership with school teachers. The experience yielded significant outcomes: (i) it enabled students in basic education to actively participate in scientific communication within their local context; (ii) it fostered the development of diverse scientific writing skills; and (iii) it strengthened the collaborative relationship between the university and local schools. This case study thus offers a potential model for other initiatives that view scientific communication as a vital means of connecting universities and schools, promoting dialogue, critical thinking, and the exchange of experiences in Chemistry education.

Referências:

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