

Conceptions of science in Japanese and Western cultures

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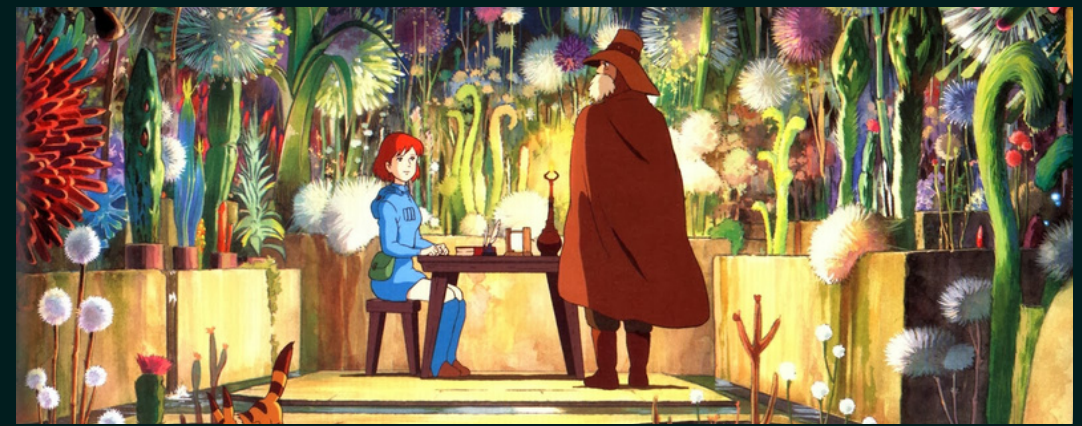


1) What I am interested in?

How can Japanese and Western cultural conceptions of science influence the selection for certain themes, knowledge areas and forms of participation in science initiation conducted by researchers for young people in high school.

Currently, our research aim is to compare high school science initiation programs such as the Sakura Science program organized by Japan Science and Technology Agency, located in Japan, and the Science Vocation Program of Oswaldo Cruz Foundation located in Brazil.

This research will be carried out using Content Analysis with reports, articles and other documents that record the objectives and schedules of the practices in the scientific initiation activities that are performed by the students with their respective advisors and co-advisors.



We argued that it is necessary to consider cultural and historical aspects that constitute the conceptions of science to better understand their possible meanings that can ground scientific education for high school students of scientific initiation programs from Brazil and Japan.

2) What I have done and what I am doing?

During the master's degree in Education in Biosciences and Health (IOC/Fiocruz), we developed the research "The role of emotions in the formative process of young people in the Scientific Vocation Program at the Oswaldo Cruz Foundation" from 2019 to 2021, under the guidance of the researchers Isabela Cabral Félix de Sousa and Lucia de La Rocque Rodriguez.

In this research, based on the Anthropology of Emotions and Sociology of Emotions, we analyzed the influence of emotions in the reports about forms of participation and guidance during scientific initiation activities performed by students and/or residents from peripheral and disadvantaged regions of Rio de Janeiro (Brazil) near Fiocruz institution, which are Maré and Manguinhos.

Semi-structured interviews were conducted with three students, two advisors and three co-advisors about the role of emotions in the socialization process and knowledge building to developed scientific research. These emotions such as friendship, dissatisfaction, likings and interests are recognized with a special roles. The respondents' emotions seem fundamental in the apprehension of knowledge, skills and dispositions necessary for scientific practices.

3) What I like to do for the future and/or what challenge I am facing?

We consider it is a challenge to access and analyze comparatively reports that show the perspectives of the advisors, co-advisors and students of both scientific programs about the meanings of science that underlie their practices and the development of scientific activities with students. It will be also another challenge to analyze the dimension of emotion articulated with the diverse conceptions of science. The idea of including emotions is aimed to better understand their fundamental role in grounding, knowledge skills and dispositions in the scientific training in Brazilian and Japanese scientific initiation programs for high school students.

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