

Microbiology teaching practices: introduction to the invisible world.

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Abstract:

The microbiology teaching is not commonly found in planning the discipline of science, at least not directly, as well as related practical activities are scarce. In order to complement the content usually worked a workshop was held at a private school in the city of Guarapuava, Paraná. The activity is part of a project at the State University of the Midwest, which seeks to develop new pedagogical approaches to teaching science. The project resulted in two published books. The workshop worked microbiology in a practical, engaging and entertaining, using examples and present resources in students' daily lives. The activity began with a brief exposure dialogued with the use of visual aids, based on the dialogue on general microbiology, in a class of 9th grade of elementary school. After the theoretical introduction, practices with the students were held. The first is practical preparation of nutrient agar in petri dishes. Then samples were inoculated collected by students from different environments chosen by them, such as personal objects or body, where they are usually found microorganisms bit tedious. To collect sterile swabs were distributed. Each sample was labeled with the student's name and origin of the sample and incubated for three days at the University. For viewing during practice previously petri dishes prepared were analyzed to demonstrate the possible outcomes of experiments. It was held with the students, basic identification of the types of microorganisms present in finished cards, based on the main morphological characteristics observed. Finally, a discussion was held about the presence of microorganisms in our lives, emphasizing some pros and cons, contextualizing with some industrial applications, relating even with notions of hygiene. After three days of incubation, the group returned to school to perform the analysis of cultures inoculated by learners. It has been observed interest, curiosity and enthusiasm by the students. The information and reports obtained during the workshop and later return to school indicate that the workshop favored a meaningful learning of the content.

Keywords: microbiology teaching, fungi, bacteria, hygiene.