

## 8 - Scientific Literacy and Socio-scientific Issues | Empirical

### SP - (15795) - COVIEWING AND INTERTEXTUALITY IN THE USE OF VIDEOS IN CHEMISTRY CLASSES

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#### Short Abstract

*The aim of this study was to identify what strategies chemistry teachers adopted to relate the teaching objectives and the films and videos shown in class to motivate the students' interest in the discussion and learning of Chemistry. The participants were three teachers and their students in a public high school. The data were produced from the analysis of the videos displayed, observation of the teachers' actions during the classes, and interviews with them. Teaching actions generally had a regulatory effect, and sought to control the students' understanding and participation. Coviewing and intertextuality were the main strategies adopted by teachers. These strategies helped students to put themselves in the position of seeing the videos in order to learn, and to accept the videos concerned the teaching-learning processes. According to these results, the motivation to learn science was not automatic and depended on the strategies adopted to insert the videos in the classes.*