

# SCIENCE TEACHING IN TIMES OF PANDEMIC IN THE AMERICAS

With a high level of participation, at the beginning of December 2021, a virtual discussion was held organized by the Interciencia Association, the National Laboratory of Nanotechnology LANOTEC CENAT of Costa Rica, the CONICIT of Costa Rica (current Promoter of Research and Innovation), and the ILSI Mesoamerica Association. This discussion was called “*Science teaching in times of pandemic in the Americas: Impact, challenges, and projections Post Covid-19*”.

Among the panelists, renowned researchers from Latin America were present, such as Dr. Abdiel Aponte from Panama, Dr. Giselle Tamayo from Costa Rica, Dr. Norma Sbarbati Nudelman from Argentina, and Dr. Silvia Goyanes from Argentina, Dr. Eduardo Mortimer from Brazil, and Dr. Benjamín Scharifker from Venezuela. With a duration of close to 3 hours, it included two rounds of intervention by the panelists and a closing.

As an initial topic, the impact and current challenges—in science teaching—in the post-Covid-19 pandemic in the Americas were addressed. Issues related to the different responses of governments and the education sector to the outbreak of the pandemic, online science learning, as well as compliance with educational plans, the effect on social and gender equity, and the assertiveness of the actions carried out for the teaching of science in the face of technological and social problems. Likewise, descriptions were evaluated qualitatively and quantitatively—regarding the difficulties in managing online learning—, considering the factors of technology, students, and teachers, and the psychological,

social, and economic impact that accompanied the pandemic during the science learning process.

In the second round—related to post-Covid-19 projections—forward-looking reflections were addressed on the efforts of science teachers to manage online learning and how to optimize the varied learning experiences of students. We worked with questions such as how to combine reading and discussion, practical activities, and technology. What should the classroom be like in the post-pandemic? How is the implementation of online learning and activities in science learning seen in the post-pandemic? What epistemological and practical changes are required to improve the region's post-pandemic science learning and teaching? Have we learned the lessons that the pandemic leaves us, and will we have the resources to face the new challenges that post-Covid-19 science and technology demand of us?

To end this event, there was participation with a prospective closure of each of the panelists as a climax; Basically, everyone agrees that in the new world order: “*Education will never be the same again. It will be face-to-face but technologically adaptive. Studying offline and online will be normal. Schools and universities will be transformed into hybrid schemes forever...*”.

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