Necessity of Familiarizing Student to Astrobiology High Schools. M. Ebrahimi , A. Khanlar, M. H. Yoosefi I , M. Tabatabaifar, M, Feizabadi , 39, Hayati Sarkany, 1 Niroye Havaei, Piroozi St, Tehran, Iran, iranastrobiology@gmail.com, civick@gmail.com

Introduction: In the last 20 years a great progress in the development of interdisciplinary sciences has been noted [1].

This fast development increased the necessity of making people familiar with these interdisciplinary sciences (IS). A notable group of researchers have come to this conclusion that it is currently of high importance to present courses on IS in high schools. Accordingly, the students become aware of the significance of IS as a new-emerged science in the world.

Discussion: *Regarding the reported investigations IS is expanding in all aspects of our lives. Due to the intense growth of such sciences in the last two decades, including IS as the main course in the curriculum of high school students seems essential to provide them with new developments in the world especially on astrobiological sciences. Nevertheless, such courses are presented in workshops and complementary courses in the USA and it is believed that such perspectives must be revised in this respect.*

Hence, it is believed that including IS as a major study case in high schools will bring several advantages such as:

1. Provision an opportunity for students to express their points of view on IS and expand their minds in this respect.

2. Making students active thinkers in the field of astrobiology.

3. Resolving the ambiguous problems in basic sciences (such as chemistry, physics) when an overlapping case occurs.

4. Selection of university major of study by students according to their interest and broad awareness of all sciences especially IS.

5. Reforming the students' perspective on world and universe specifically by relevant majors such as astrobiology.

6. Constant cooperation between scientists and teachers to improve teachers' knowledge by attending in laboratories along with scientists. Hence, the astrobiology curriculum could be conceived, developed and written by leading educators and classroom teachers with the participation of NASA and with funding from the National Science Foundation. Each chapter of the course has been field tested by dozens of teachers and thousands of students [2].

7. Broadening the insight and knowledge of students to make them comprehend astrobiology as a low-cost, high-impact science.

8. Elevation of students' imagination in IS especially in astrobiology by facing them with some fundamental questions.

9. Increasing their abilities in making the imaginations practical and providing a logical connection between their insights.

10. Introduction of astrobiology as common and touchable science for society.

Summary: if interdisciplinary sciences such as astrobiology are considered as a major course in any educational level with respect of students' capabilities, it can help astrobiology and any other interdisciplinary science to grow faster and become more intelligible among the public. This trend could lead to training more sophisticated scientists.

Conclusion: With rapid growth of interdisciplinary sciences in the contemporary human life it seems essential to put astrobiology in major study courses in schools based on scientific studies which meet students' capabilities. This can help to expand astrobiology more than now and help students to apprehend this science better in the world.

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