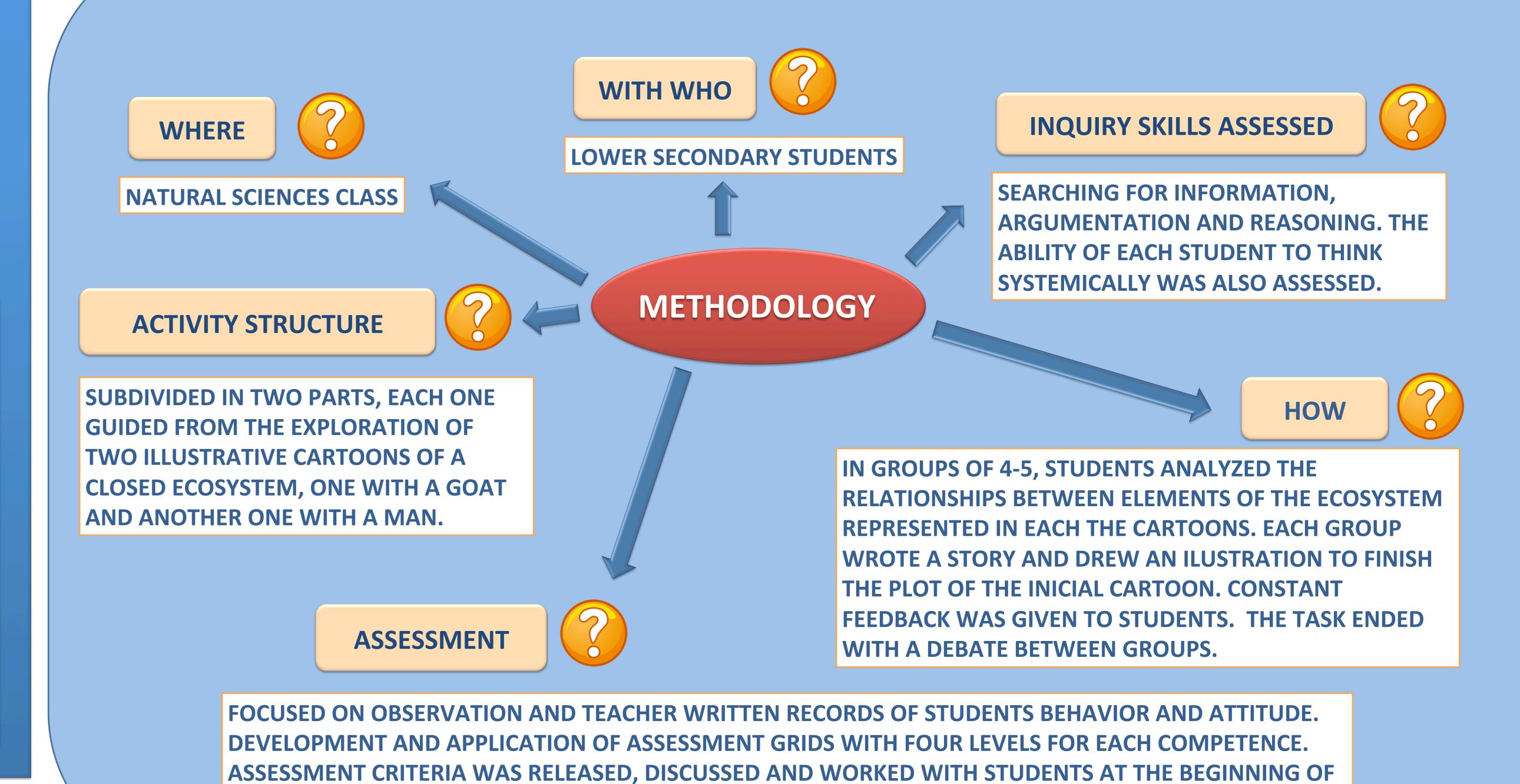
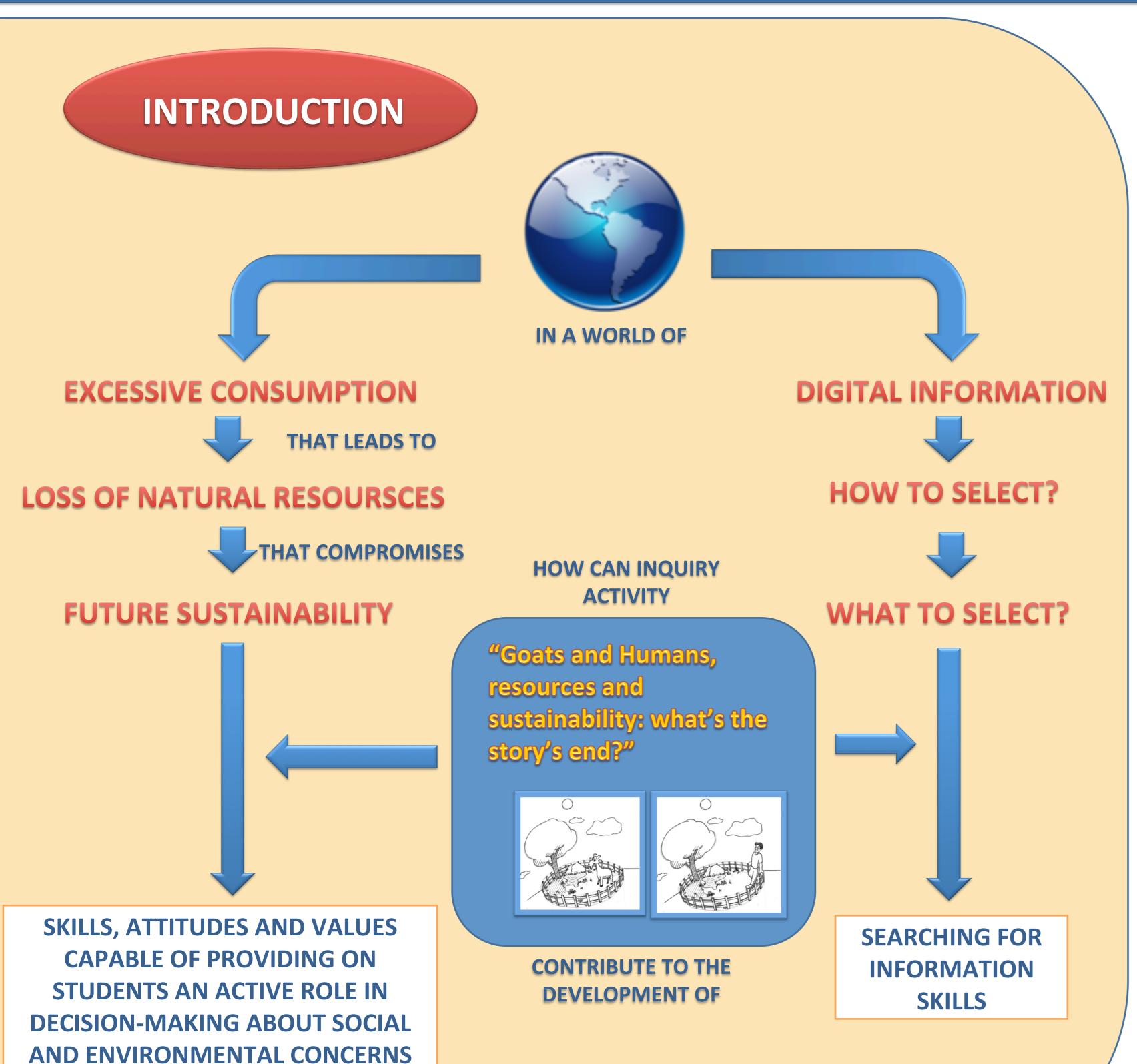
"Goats and Humans, resources and sustainability: what's the story's end?" Teresa Isabel Loureiro









## RESULTS

#### SYSTEMIC THINKING ABILITY

MOST STUDENTS SHOWED DIFFICULTIES IN THINK SYSTEMICALLY. THEY CAN'T UNDERSTAND THE RELATIONSHIPS OF INTERDEPENDENCE THAT ARE ESTABLISHED BETWEEN THE DIFFERENT SUBSYSTEMS OF A NATURAL SYSTEM

## **SEARCHING FOR INFORMATION**

MOST STUDENTS AREN'T ABLE TO SELECT RELEVANT INFORMATION FROM THE INTERNET. THEY MERELY COPY THE FIRST SEARCH THAT COMES TO THEM AND PRESENT THE COPIED INFORMATION NOT CRAFTED, AND RELY EXCLUSIVELY ON TECHNOLOGICAL RESEARCH.

#### **ARGUING**

SEVERAL STUDENTS HAVE POOR KNOWLEDGE OF THE CONTENTS OF THEIR WORK OR WERE UNABLE TO JUSTIFY ARGUMENTS. THEY WERE HIGHLY DEPENDENT OF READING AND HAD GREAT DIFFICULTY IN DEFENDING THEIR POINT OF VIEW.

REASONING

MOST GRAPHIC CARTOONS AND NARRATIVES ARE SIMPLE AND INCOMPLETE.

# CONCLUSIONS

## **POTENTIAL**

INQUIRY ACTIVITIES HAVE LOTS OF POTENCIAL DEVELOPING THE ESSENCIAL LEARNING, SOCIAL AND ENVIRONMENTAL SKILLS THAT STUDENTS NEED TO IMPROVE IN THEIR FUTURE PERFORMANCE.

## **LIMITATIONS**

TIME – THERE WASN'T ENOUGH TIME TO DEVELOP THE ACTIVITY AND TAKE PROFIT OF IT DUE TO THE CURRICULUM COMPROMISES

ASSESSMENT – BUILDING A RUBRIC AND APPLYING IT WAS A VERY DIFICULT TASK THAT NEEDS IMPROVEMENT

Galvão, C. et al. (2006). Avaliação de competências em Ciências- Planear, ensinar, desenvolver e avaliar competências — síntese do que se base. Porto: Asa Editores; S.A.









THE ACTIVITY. AT THE END A SEMANTIC DIFFERENTIAL WAS APPLIED.