



Contribution ID: 110

Type: **Poster in Guayaquil**

Investigating the relationships between students' reasoning in Socio-Scientific Issues and knowledge about scientific inquiry and modelling

Wednesday, December 15, 2021 4:50 PM (5 minutes)

In this paper, we investigate the relationships between students' reasoning about socio-scientific issues and their knowledge about scientific inquiry and modeling. To this aim, we developed a teaching-learning sequence for high school students (10th grade) using the controversial scenario of the closing of a steel manufacture plant. The results show that students' knowledge of models and the scientific inquiry does not seem adequate to achieve a sufficient level of competence in socio-scientific reasoning. Implication for teaching practice about physics-based socio-scientific issues will be briefly discussed.

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Session Classification: Parallel 8 - Wroclaw/Guayaquil

Track Classification: 18. Physics for environment and social issues