



Teaching Science IBL, a shared experience between schools

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The inquiry-based learning approach is applied by watching a video about the last rigorous winter and its effects. The teacher starts by posing some questions related with the video news: Why only after a 20 or 30 years from now, how will it be possible to explain the occurrence of two storms in just a month's time? Is our climate effectively changing? What is the difference between weather and climate? The teacher helps students to think about where and how they can find information about the subject, providing/teaching them suitable tools to access and use information. The teacher plays the role of mentor/facilitator. Students should proceed to their research, presenting the results to their colleagues, discussing in groups, doing brainstorming and collaborate in the learning process. After the discussion the students must present their conclusions. The main goals are: explain the difference between weather and climate; understand whether or not climate change exists; identify the causes of climate change and extreme weather events; raising awareness among young people about environmental issues of preservation and sustainability of our planet.

The results globally show that this educational approach motivates students' towards science, helping them to solve problems from daily life, as well as the collaborative working. The cognitive strand continues to be the most valued by pupils.