

# SCIENTIFIC COMPETENCE IN EDUCATIONAL VIDEOS. EVALUATION FORM

TITLE OF THE RESOURCE: \_\_\_\_\_

url/ Youtube ID: \_\_\_\_\_

Intended age (as reported by the publisher): \_\_\_\_\_

## I. SCIENTIFIC CONTENTS

Label the contents in the video, to the highest detail

Please refer to the contents in the file "Curriculum map".

LEVEL	Tag
1	
2	
3	
4	
5	
6	
7	

## II. SCIENTIFIC SKILLS

Check all that apply; specify "Theme" (T) (the video is about that) or "Context" (C) (it happens).

If relevant, choose a more precise description at levels 2 or 3; please refer to the document "Scientific practices".

	T	C	Skill (level I)	Description at levels 2/3
BASIC			Observe	
			Describe	
			Classify	
			Measure	
			Infer	
			Predict	
			Frame hypothesis	
			Use mathematics and computational thinking	
COMPLEX			Ask questions	
			Define problems	
			Model	
			Determine variables	
			Investigate	
			Derive meaning from data	
			Explaining phenomena	
			Solve problems	
			Engage in argument	
			Communicate	



## SCIENTIFIC COMPETENCE IN EDUCATIONAL VIDEOS. EVALUATION FORM

### III. NATURE OF SCIENCE

Check all that apply

<input type="checkbox"/>	Scientific Investigations Use a Variety of Methods
<input type="checkbox"/>	Scientific Knowledge is Based on Empirical Evidence
<input type="checkbox"/>	Scientific Knowledge is Open to Revision in Light of New Evidence
<input type="checkbox"/>	Scientific Models, Laws, Mechanisms, and Theories Explain Natural Phenomena
<input type="checkbox"/>	Science is a Way of Knowing
<input type="checkbox"/>	Scientific Knowledge Assumes an Order and Consistency in Natural Systems
<input type="checkbox"/>	Science is a Human Endeavor
<input type="checkbox"/>	Science Addresses Questions About the Natural and Material World

### IV. ATTITUDES, VALUES AND BELIEFS

Check all that apply (all the ideas that can be seen in the video).

Note whether it operates in this sense (Y) or in the contrary (N)

#### A. VALUE AND UTILITY OF THE SCIENCE

Knowledge as a value		
Y	N	
<input type="checkbox"/>	<input type="checkbox"/>	Science satiates our thirst for knowledge
<input type="checkbox"/>	<input type="checkbox"/>	Scientific knowledge makes us free to opt and responsible for our actions
<input type="checkbox"/>	<input type="checkbox"/>	Critical thinking allows us to adopt ethical positions
<input type="checkbox"/>	<input type="checkbox"/>	Science leads humanity to excellence through knowledge
Science is useful for transforming the world		
Y	N	
<input type="checkbox"/>	<input type="checkbox"/>	Science helps us covering basic needs (health and wellbeing)
<input type="checkbox"/>	<input type="checkbox"/>	Science may ensure equitable distribution of richness
<input type="checkbox"/>	<input type="checkbox"/>	Science can improve living conditions for all and ensure pacific cohabitation
<input type="checkbox"/>	<input type="checkbox"/>	Science helps us anticipating problems and adopting the best available solutions to achieve sustainability



## SCIENTIFIC COMPETENCE IN EDUCATIONAL VIDEOS. EVALUATION FORM

### B. ETHICAL FRAMEWORK IN WHICH SCIENCE EDUCATION MUST INSCRIBE

<b>Respect and Care for the Community of Life</b>		
Y	N	
		Believe in the inherent dignity of all human beings and the intellectual, artistic, ethical and spiritual potential of humanity
		Ensure human rights and fundamental rights
		Recognize the value of every form of life, regardless of its worth to human beings
		Bear in mind the need of future generations for Earth's bounty and beauty
<b>Ecological Integrity</b>		
Y	N	
		Stimulate reduction, reuse and recycling of materials
		Work towards increasing reliance on renewable energy sources
		Behave to avoid severe or very severe environmental damage
		Preserve the natural heritage
<b>Social and Economic Justice</b>		
Y	N	
		Strengthen technical cooperation to advance on sustainability
		Contribute to developing social and economic justice
		Ensure the active participation of women in all aspects of public life
		Value equitable distribution of wealth
<b>Democracy, Nonviolence, and Peace</b>		
Y	N	
		Promote a culture of tolerance, non-violence and peace
		Make possible solidarity and cooperation among nations
		Engage in the resolution of conflicts among people and with the environment
		Understand the world and act from a "glocal" perspective

