GOAL Educational Resources Template

TITLE OF THE CASE	Short and appellative.
SHORT CASE DESCRIPTION	Small description of the case (about 50 words).
KEYWORDS	3 to 6 keywords.
PRIOR KNOWLEDGE	Only the concepts.
AIM	**Aim** · [eɪm	from Latin] It is something intended or desired to be achieved by one's efforts; purpose. At curriculum level, an aim is a general, and somewhat ambiguous, specification of the final intent or purpose to achieve in a syllabus, lesson(s), mission or institutional policy. It corresponds to broader descriptions of purposes or intentions presented in general terms, without specific criteria, and usually addressed to the collective instead of the individual. It is often misused as an equivalent of the term "Objective". Both are the desired result of the work performed by some entity, however, imply different concepts. Thomson P. (2014). Aims and objectives — what's the difference?[Blog Post]. Retrieved from https://patthomson.net/2014/06/09/aims-and-objectives-whats-the-difference/ UNESCO. (2016). *Glossary of Curriculum Terminology*. Genebra: International Bureau of Education. Wallace, S. (2015). *A dictionary of education*. Oxford: Oxford University Press.
OBJECTIVES	Include geoethical values. **Objective** · [əbˈdʒɛktɪv	from Latin] It is a specific statement about what students are expected to learn or be able to do as a result of studying a program: learning objective (what students are expected to learn), including products, performance, and processes achieved. The student or learner is taken as the subject in the objective. It is also a measurable operationalization of a policy, strategy or mission: implementation objective. Objectives can be considered refinements of curricular purposes that, for example, specify: performance standards or those skills and knowledge that students should be able to demonstrate; degree of mastery inferred or precise; and the conditions under which performance will occur. Therefore, they should be concise and understandable for teachers, students and parents; be feasible for

teachers and students to do; encompass previous learning and require the student to integrate and then apply certain knowledge, skills and attitudes in order to demonstrate achievement.

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Thomson P. (2014). Aims and objectives — what's the difference?[Blog Post]. Retrieved from https://patthomson.net/2014/06/09/aims-and-objectives-whats-the-difference/

UNESCO. (2016). *Glossary of Curriculum Terminology*. Genebra: International Bureau of Education.

Wallace, S. (2015). *A dictionary of education*. Oxford: Oxford University Press.

CASE	Presentation of case/scenario.

QUESTIONS	Include different cognitive level questions (table 1). These are questions that the teacher (as facilitator) wants the students to raise.

Table 1 - Cognitive level of questions according the classification from Dahlgren & Öberg (2001).

Categories of questions	Description	Examples
Encyclopaedic questions	The encyclopaedic questions are formulated in a way that suggests that the students expect to find an unambiguous and not too complex answer. Typically, the lexical meaning of or criteria for a certain term or phenomenon is sought. The meaning of the term or phenomenon in a deeper sense is not asked for. In some cases, the questions are formulated in such a way that they may be answered with a 'yes' or 'no'. The phrasing is also typically characterised by the use of interrogatives such as 'who', 'what', 'which', 'where'.	*What…?* *Who…?* *Where…?*
Meaning-oriented questions	In this category, the questions are typically oriented towards finding the phenomenological meaning of certain terms or concepts. The context reveals that the students do not expect to find a direct answer in, for example, an encyclopaedia or dictionary. The terms focused on are often defined or problematised in relation to other terms. Typical question words used in this category are: 'what is the meaning of', 'what is', 'why'.	*Why is that …?* *How is it that …?*
Relational questions	The relational questions contain more than one aspect and the relationship between these aspects. Typically, they aim to explain causes or to lead to an understanding of the consequences of a certain phenomenon. Causal as well as general relationships are emphasised. The questions deal with rather complex contexts with multiple dimensions. Typical nouns included in the questions are 'influence', 'effect', and 'consequence'.	*What is the effect of …?* *What is the consequence of …?*
Value-oriented questions	The value-oriented questions are comparative in nature. They aim to evaluate environmental consequences in terms of better or worse. Searching for norms on which to base judgements is a central feature, although it is clear that the students do not expect to find norms which could be considered pre-eminent or definitive. On the contrary, the questions give the impression that the students should search for answers that will enable them to develop value- based standpoints. These questions sometimes expand outside the learning context of the course to include existential issues.	*What is good…?* *What is bad…?*
Solution-oriented questions	The focus of the solution-oriented questions is the management of environ- mental issues rather than a search for the meaning of different aspects of these problems. Typically, the questions deal with large and complex problems on an abstract level and the students seem to look for concrete solutions.	*How can we solve …?*

Dahlgren, M. A., & Öberg, G. (2001). Questioning to learn and learning to question: Structure and function of problem-based learning scenarios in environmental science education. *Higher education*, *41*(3), 263-282.

PROCEDURE	Include proposal of strategies (e.g.: games, field-trips, apps, etc.) and tools.

REFERENCES	According to APA 6th Edition Style References.