

8 - Scientific Literacy and Socio-scientific Issues | Empirical

SP - (16545) - A SUSTAINABLE CITY MODEL FOR PRE-SERVICE SECONDARY TEACHERS IN COVID-19 PANDEMIC CONTEXT BY CONTROVERSY MAPPING

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Short Abstract

In view of the world pandemic situation caused by COVID-19, science education proposes to make a first approach by mapping controversies. This study analyses what pre-service secondary technology teachers say about whether the current city model is sustainable in the face of the Covid-19 pandemic and in the future in the subject of Innovation and Initiation to Educational Research at the Málaga University (Spain) (2020-21). An activity has been carried out with a group of 45 students in which they have elaborated an actor-network map using the MIRO platform. Identifying which are the main actants, how they relate them and how they group them into poles. For the analysis, the number of actants identified in each of the poles and the relationships between actants were counted and represented with a Sankey diagram. The results show the importance of the society pole and the urban pole in the actor-network map, elaborated by the students, which presents a total of 70 actants grouped in 7 poles. On the other hand, the actants related to the environment go unnoticed. Proposals are made to continue this study.