

Referências bibliográficas:

- Bennett, J., Lubben, F., & Hogarth, S. (2007). Bringing Science to Life: A Synthesis of the Research Evidence on the Effects of Context-Based and STS Approaches to Science Teaching. *Science Education*, 91(3), 347–370. DOI: 10.1002/sce.20186
- Collin, A. (2009). Multidisciplinary, interdisciplinary, and transdisciplinary collaboration: implications for vocational psychology. *International J. for Educational and Vocational Guidance*, 9(2), 101–110. DOI: 10.1007/s10775-009-9155-2
- Drake, S.M. (2012). *Creating Standards-Based Integrated Curriculum: The Common Core State Standards Edition*, 3rd ed. California: SAGE. ISBN-13: 978-1452218809
- Dupigny-Giroux, L.-A., Toolin, R., Hogan, S., & Fortney, M. D. (2012). The Satellites, Weather and Climate (SWAC) Teacher Professional Development Program: Making the Case for Climate and Geospatial Literacy. *Journal of Geoscience Education*, 60(2), 133-146. DOI: 10.5408/11-238.1
- Furtak, E. M., Seidel, T., Iverson, H. & Briggs, D.C. (2012). Experimental and quasi-experimental studies of inquiry-based science teaching: a meta-analysis. *Review of Educational Research*, 82(3), 300–329. DOI: 10.3102/0034654312457206
- Gould, M. (2012). How flexible is the national curriculum? *Primary & Middle Years Educator*, 10(3), 11-17
- Harrington, J. (2008). Misconceptions: Barriers to improved climate literacy. *Physical Geography*, 29(6), 575-584. DOI: 10.2747/0272-3646.29.6.575
- Johnson, C. C., Zhang, D. & Kahle, J. B. (2012). Effective science instruction: impact on high-stakes assessment performance. *Research in Middle Level Education Online*, (35)9, 1-14. ISSN 1940-4476
- Marzano, R. J., Gaddy, B. B. & Dean, C. (2000). *What Works in Classroom Instruction*. Mid-continent Research for Education and Learning: Aurora, CO. Disponível em: [http://www.peecworks.org/peec/peec_research/I01795EFA.3/Marzano%20What Works.pdf](http://www.peecworks.org/peec/peec_research/I01795EFA.3/Marzano%20What%20Works.pdf)

- Minner, D. D., Levy, A. J., & Century, J. (2010). Inquiry-based science instruction – what is it and does it matter? Results from a research synthesis years 1984 to 2002. *Journal of Research in Science Teaching*, 47(4), 474–496. DOI: 10.1002/tea.20347
- Nargund-Joshi, V., & Liu, X. (2013). Understanding Meanings of Interdisciplinary Science Inquiry in an Era of Next Generation Science Standards. Paper presented at the *National Association for Research in Science Teaching Annual Conference*, Rio Grande, Puerto Rico. Disponível em: <http://isep.buffalo.edu/documents/UnderstandingMeaningsofInterdisciplinaryScienceInquiryinanEraofNextForWebsite.pdf>
- Pedretti E., & Nazir, J. (2011) Currents in STSE Education: Mapping a Complex Field, 40 Years On. *Science Education*, 95(4), 601–626. DOI: 10.1002/sce.20435
- Vieira, R. M. & Vieira, C. T. (2005). *Estratégias de ensino/aprendizagem: o questionamento promotor do pensamento crítico*. Instituto Piaget, Lisboa. ISBN: 972-771-779-9
- Trindade, A.R., Carmo, H. & Bidarra, J. (2000). Current Developments and Best Practice in Open and Distance Learning. *International Review of Research in Open and Distance Learning*, 1(1), 1-25. <http://www.irrodl.org/index.php/irrodl/article/view/7/342>
- Uherek, E., & Schupbach, E. (2008). European efforts in Earth science and climate change education. *Physical Geography*, 29(6), 545-560. DOI: 10.2747/0272-3646.29.6.545