**The International Team field Investigation**

**The soil of Pocos de Caldas**

**Research question**: What are the interrelationships between the soil of Pocos de Caldas and the (**all**) earth systems?

Remark: You have to compare two soil profiles.

**Equipment**:

**Time table:**

**You have one hour to collect the data and for the rest of time you have to manage your time for data analysis, making conclusions and design presentation.**

**The International Team field Investigation**

**The water of Pocos de Caldas**

**Research question**: What are the interrelationships between the thermal water of Pocos de Caldas and the (**all**) earth systems?

Remark: Compare the thermal water with surface water in terms of their chemical and physical properties.

**Equipment**: Multimeter with sensors to analyze temperature, conductivity, pH, tds, Oxygen, Nitrogen.

The following is a table with all the physical and chemical parameters that you have to measure. If you don't understand the meaning of each of the parameters below, please ask your guide (before measuring) for a preliminary understanding and later search the Google for more in-depth understanding.

|  |  |  |
| --- | --- | --- |
| Parameters | Surface water | Thermal water |
| Temp. |  |  |
| pH |  |  |
| EC |  |  |
| tds |  |  |
| OD |  |  |
| ORD |  |  |
| %O |  |  |
| NTU |  |  |
|  |  |  |

**Time table:**

**You have one hour to collect the data and for the rest of time you have to manage your time for data analysis, making conclusions and design presentation.**

**The International Team field Investigation**

**The mystery of The ball stone**

**Research question1**: How can you explain the position of the rocks here?

Remark: Try to suggest as many possibilities as you can and analyze the strengths and weaknesses of each possibility.

**Research question2:** What are the interrelationships between this phenomenon and (**all**) the earth systems?

**Equipment**: Open mind

**Time table:**

**You have one hour to collect the data and for the rest of time you have to manage your time for data analysis, making conclusions and design presentation.**

# Rubric for evaluation of the ITFI project presentation

# The content

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Very limited** | | | **Partial** | | | | | **Complete** | | | | **components** |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **The depth of the project**: |
| How much knowledge and information was provided beyond what was provided by the field guide. | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Using of geological principals** |
|  | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Complete connection of the earth systems** |
|  | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 |  |  | |  |  |  | **Originality and creativity** |
| Presenting of original ideas and perspectives which were not presented by the field leader. | | | | | | | | | | | |

# The structure of the presentation

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Very limited** | | | | | | | **Partial** | | | | | | | | | | | | | **Complete** | | | | | | | | | **Tasks** |
| 1 | | 2 | | | 3 | | | | | 4 | | | 5 | | 6 | | | 7 | | | | 8 | | | 9 | | 10 | | **The subject and purpose are clear** |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | 3 | 4 | 5 | | 6 | | 7 | 8 | | 9 | 10 | 11 | 12 | | 13 | 14 | | 15 | | 16 | | 17 | 18 | | 19 | | 20 | **A clear connection among presentations' parts (Fluency).** |
|  | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

# The use of the tool

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Very limited** | | | **Partial** | | | | | **Complete** | | | | **Tasks** |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Concretization level of the subjects** |
|  | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Minimal texts and clear fonts.** |
|  | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Dynamic that serves the content** |
|  | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Aesthetic** |

# The oral presentation

|  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Very limited** | | | **Partial** | | | | | **Complete** | | | | **Tasks** |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Synchronization between the oral and the PPt** |
|  | | | | | | | | | | | |
| 1 | 2 | 3 | | 4 | 5 | 6 | 7 | | 8 | 9 | 10 | **Fluent speaking** |
|  | | | | | | | | | | | |

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Very limited** | | | | | **Partial** | | | | | | | | | **Complete** | | | | | | | **Criteria (cooperation and involvement)** |
| 1 | | 2 | 3 | | | 4 | | 5 | | 6 | | 7 | | | 8 | | | 9 | | 10 | **How many team members were actually involved in the investigation?** |
|  | | | | | | | | | | | | | | | | | | | | |
| 1 | | 2 | 3 | | | 4 | | 5 | | 6 | | 7 | | | 8 | | | 9 | | 10 | **Quality of discussion amongst members** |
|  | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | | | 3 | | | 4 | | 5 | | 6 | | 7 | | | 8 | 9 | | 10 | | **Were they open to learning from each other?** |
|  | | | | | | | | | | | | | | | | | | | | |
| 1 | 2 | | | 3 | | | 4 | | 5 | | 6 | | 7 | | | 8 | 9 | | 10 | | **Whether the members respected others and give them opportunity to contribute and speak up?** |
|  | | | | | | | | | | | | | | | | | | | | |