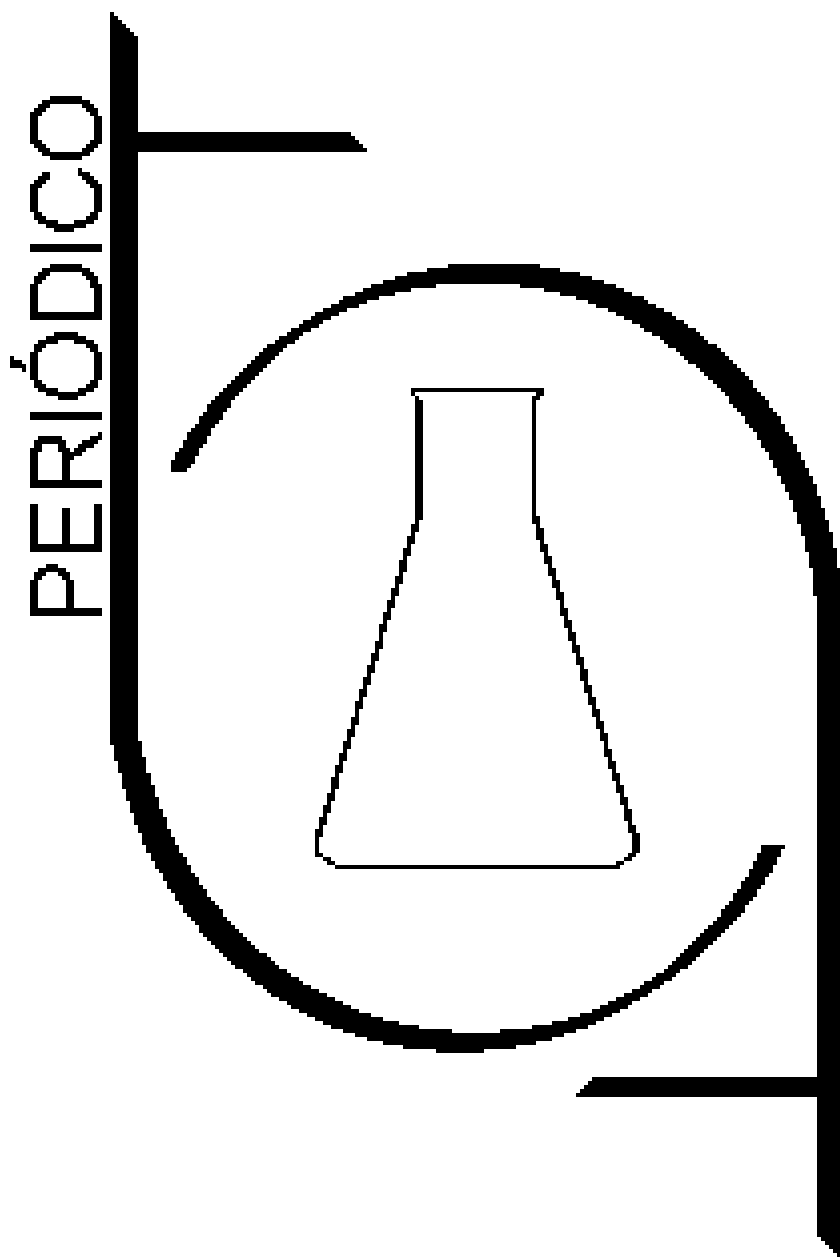


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Índice

1- Artigo / Article

SEIDAKHMETOVA, Roza B.; ARYSTAN, Leila I.; MULDAEVA, Gulmira M.; HAYDARGALIEVA, Leila S.; NURMAGANBETOV, Zhangel'dy S.

KAZAKHSTAN

AVALIAÇÃO DE EFEITOS NEUROPROTETIVOS DE COMPOSTOS ALCALÓIDES

ASSESSMENT OF NEUROPROTECTIVE EFFECTS OF ALKALOID COMPOUNDS

Página – 1

3- Artigo / Article

SALIKOVA, NATALYA S.; BEKTEMISOVA, AINASH U.; NAZAROVA, VALENTINA D.; BEGENOVA, BAHYT E.; OSTAFEICHUK, NATALYA V.;

KAZAKHSTAN

OBTENÇÃO DE HIDROGELS MISTOS BASEADOS EM BIOPOLÍMEROS E ESTUDO DE SUAS PROPRIEDADES REOLÓGICAS

PREPARATION OF MIXED HYDROGELS BASED ON BIOPOLYMERS AND THE STUDY OF THEIR RHEOLOGICAL PROPERTIES

Página – 23

5- Artigo / Article

NUGRAHA, Dewanta Arya; CARI, C.; SUPARMI, A.; SUNARNO, Wídha

INDONESIA.

INVESTIGAÇÃO DO ENTENDIMENTO CONCEITUAL DE ESTUDANTES DE GRADUAÇÃO SOBRE MOVIMENTO HARMÔNICO SIMPLES EM SISTEMA DE MASSA-MOLA

INVESTIGATION OF UNDERGRADUATE STUDENTS CONCEPTUAL UNDERSTANDING ABOUT SIMPLE HARMONIC MOTION ON MASS-SPRING SYSTEM

Página – 55

2- Artigo / Article

KYDYRALIYEVA, Aziza D.; BESTEREKOV, Uilesbek; BOLYSBEK, Aidarbek A.; YESKENDIROVA, Marina M.; URAKOV, Kinis N.

KAZAKHSTAN

OTIMIZAÇÃO DA TECNOLOGIA DE PRODUÇÃO DE FERTILIZANTES NPK

OPTIMIZATION OF AN NPK-FERTILIZER PRODUCTION TECHNOLOGY

Página – 12

4- Artigo / Article

AVDARSOL, SAILAUGUL; RAKHIMZHANOVA, LYAZZAT B.; BOSTANOV, BEKTAS G.; SAGIMBAEVA, AINUR YE.; KHAKIMOVA, TIYSHTIK

KAZAKHSTAN

AVALIAÇÃO BASEADA EM CRITÉRIOS COMO MODO DE FORMAÇÃO DA ALFABETIZAÇÃO FUNCIONAL DOS ESTUDANTES EM CIÊNCIA DA COMPUTAÇÃO

CRITERIA-BASED ASSESSMENT AS THE WAY OF FORMING STUDENTS' FUNCTIONAL LITERACY IN COMPUTER SCIENCE

Página – 41

6- Artigo / Article

AL-ZUHAIRY, Noor AL-Huda Salah1; AL-ALI, Zainab Abudal Jabbar Ridha

IRAQ

MARCADORES ÓSSEOS METABÓLICOS BIOQUÍMICOS E HORMÔNIO DA PARATIREOIDE EM PACIENTES COM B - TALASSEMIA MAIOR NA PROVÍNCIA DE MISAN / IRAQUE

PARATHYROID HORMONE AND BIOCHEMICAL METABOLIC BONE MARKERS IN PATIENTS WITH B-THALASSEMIA MAJOR IN MISAN PROVINCE / IRAQ

Página – 65

7- Artigo / Article

MOHAMMED, Samar Jasim; NULIT, Rosimah

IRAQ / MALAYSIA.

A PREPARAÇÃO DE SEMENTES MELHORA A GERMINAÇÃO E O CRESCIMENTO PRECOCE DE MUDAS DE NABO SOB ESTRESSE DE SALINIDADE

SEED PRIMING IMPROVES THE GERMINATION AND EARLY GROWTH OF TURNIP SEEDLINGS UNDER SALINITY STRESS

Página - 73

9- Artigo / Article

QASIM, Mohammed Jasim; AL-NORRI, Mustafa Adnan

IRAQ.

TOXOPLASMOSE E PERTURBAÇÃO CONGENITA

TOXOPLASMOSIS AND CONGENITAL DISTURBANCE

Página – 93

11- Artigo / Article

JABBAR, Adel Ismael, RAWI, Rehab Ayal, RADHI, Ahmed H.

IRAQ

NOVA SÍNTESE E CARACTERIZAÇÃO DE ESTRUTURAS MACROMOLECULARES

NEW MACROMOLECULAR STRUCTURES SYNTHESIS AND CHARACTERIZATION

Página – 109

13- Artigo / Article

HASSANZADEH, SARA; ADABI, MOHAMMAD HOSSEIN; KOHANSAL GHADIMVAND, NADER; JALALI, MAHMOOD

IRAN

ANÁLISE DE FÁCIES E ARQUITETURA ESTRATIGRÁFICA DE SEQUÊNCIA EM UMA BACIA DE ARCO TRASEIRO NO IRÃ CENTRAL: UM ESTUDO DE CASO DO MIOCENO INICIAL DA FORMAÇÃO QOM

FACIES ANALYSIS AND SEQUENCE STRATIGRAPHIC ARCHITECTURE IN A BACK-ARC BASIN IN CENTRAL IRAN: A CASE STUDY FROM THE EARLY MIOCENE OF THE QOM FORMATION

Página – 135

8- Artigo / Article

MIRONOVA, Irina; GALIEVA, Zul'fiya; GAZEEV, Igor; BELOUSOV, Alexander; GALIMOVA, Venire

RUSSIA

ALTERAÇÃO DA COMPOSIÇÃO QUÍMICA, GORDURA E ÁCIDA E PROPRIEDADES FÍSICAS E TÉCNICAS DE GORDURA DE CORDEIRO SOB INFLUÊNCIA DE VÁRIAS FORRAGENS

CHANGE OF THE CHEMICAL, FAT AND ACID COMPOSITION AND PHYSICAL AND TECHNICAL PROPERTIES OF LAMB FAT UNDER INFLUENCE OF VARIOUS FODDER BACKGROUND

Página – 83

10- Artigo / Article

FANIANDARI, Suci; SUPARMI, A; CARL, C.

INDONESIA

SOLUÇÃO ANALÍTICA DA EQUAÇÃO DO SCHRÖDINGER PARA O POTENCIAL DE YUKAWA COM MASSA VARIÁVEL EM COORDENADA TOROIDAL USANDO MECÂNICA QUÂNTICA SUPERSIMÉTRICA

ANALYTICAL SOLUTION OF SCHRÖDINGER EQUATION FOR YUKAWA POTENTIAL WITH VARIABLE MASS IN TOROIDAL COORDINATE USING SUPERSYMMETRIC QUANTUM MECHANICS

Página – 100

12- Artigo / Article

FADIAWATI, Noor; DIAWATI, Chansyanah; SYAMSURI, M. Mahfudz Fauzi

INDONESIA

USANDO O APRENDIZADO BASEADO EM PROBLEMAS PARA MELHORAR AS HABILIDADES CRÍTICAS DOS ESTUDANTES PARA LIDAR COM INFORMAÇÕES ENGANOSAS EM QUÍMICA

USING PROBLEM-BASED LEARNING TO IMPROVE STUDENTS' CRITICAL THINKING SKILLS TO DEAL HOAX INFORMATION IN CHEMISTRY

Página – 120

14- Artigo / Article

NIKOLAEVA, LIUDMILA

RUSSIA

MEDULA ÓSSEA DE OSSOS TUBULARES NO PROCESSO ONCOLÓGICO

BONE MARROW OF TUBULAR BONES IN THE ONCOLOGICAL PROCESS

Página – 155

15- Artigo / Article

HAMIL, Muslim Idan, KHALAF, Mohammed K, AL-SHAKBAN, Mundher

IRAQ

**PULVERIZAÇÃO POR MAGNETRON DE FILMES FINOS
NANOCRISTALINOS DE TIN E PROPRIEDADES DE
CORROSÃO**

*MAGNETRON SPUTTERED NANOCRYSTALLINE TIN THIN
FILMS AND CORROSION PROPERTIES*

Página – 164

17- Artigo / Article

JASIM, Ekhlas Qanber; ALASADI, Erfan A.; MOHAMMAD-ALI, Munther Abduljaleel

IRAQ

**EXTRATO DE SEMENTES DE ABÓBORA COMO INIBIDOR DE
CORROSÃO DE LIGA DE AÇO LEVE EM SOLUÇÃO ÁCIDA**

*THE EXTRACT OF PUMPKIN SEEDS AS A CORROSION
INHIBITOR OF MILD STEEL ALLOY IN ACIDIC SOLUTION*

Página – 181

19- Artigo / Article

LIMA, SARAH GIOVANNA MONTENEGRO; CRUZ, THIAGO JACKSON TORRES; PEREIRA, FRANCISCO CLAUDECE; SILVA, ADEMIR OLIVEIRA DA; LIMA, FRANCISCO JOSÉ SANTOS

BRASIL

**MODELAGEM MOLECULAR, MEDIDAS CONDUTIMÉTRICAS E
ESPECTROS UV-VIS DO ÁCIDO ASCÓRBICO PARA
FORMAÇÃO DE SISTEMAS QUÍMICOS COMPLEXOS**

*MOLECULAR MODELING, CONDUCTIVE MEASUREMENTS,
AND UV-VIS SPECTERS OF ASCORBIC ACID FOR FORMATION
OF COMPLEX CHEMICAL SYSTEMS.*

Página – 203

21- Artigo / Article

AL NAQEEB, Neran A.; MASHEE, Fouad K.; AL HASSANY, Jinan S.

IRAQ

**ESTIMATIVA DOS FATORES QUE AFETAM O CRESCIMENTO
DE ALGAS NO LAGO DE UM EL-NAAJ USANDO TÉCNICAS DE
SENSORIAMENTO REMOTO**

*ESTIMATION THE FACTORS AFFECTING ON GROWTH OF
ALGAE IN UM EL-NAAJ LAKE BY USING REMOTE SENSING
TECHNIQUES*

Página – 227

16- Artigo / Article

FARAJ, Salah H.; AYIED, Asaad Y.; SEGER, D. K.

IRAQ

**POLIMORFISMO DO GENE DGAT1 E SUAS RELAÇÕES COM
RENDIMENTO DO LEITE DE GADO E SUA COMPOSIÇÃO
QUÍMICA**

*DGAT1 GENE POLYMORPHISM AND ITS RELATIONSHIPS WITH
CATTLE MILK YIELD AND CHEMICAL COMPOSITION*

Página – 174

18 - Artigo / Article

NASIYEV, Beybit; BEKKALIYEV, Askhat; ZHANATALAPOV, Nurbolat; SHIBAIIKIN, Vladimir YELESHEV, Rakhimzhan

KAZAKHSTAN / RUSSIA

**ALTERAÇÕES NOS PARÂMETROS FÍSICO-QUÍMICOS DOS
SOLOS CASTANHOS DO CAZAQUISTÃO OCIDENTAL SOB A
INFLUÊNCIA DAS TECNOLOGIAS DE PASTAGEM**

*CHANGES IN THE PHYSICOCHEMICAL PARAMETERS OF
CHESTNUT SOILS IN WESTERN KAZAKHSTAN UNDER THE
INFLUENCE OF THE GRAZING TECHNOLOGIES*

Página – 192

20- Artigo / Article

RUDIBYANI, RATU BETTA

INDONESIA

**IMPLEMENTAÇÃO DO MODELO DE APRENDIZAGEM
BASEADO EM PROBLEMAS PARA AUMENTAR A AUTO-
CONFIANÇA E COMPREENSÃO DE ESTUDANTES DE
GRADUAÇÃO ACERCA DO CONCEITO DE ELETROQUÍMICA
NA EDUCAÇÃO QUÍMICA**

*IMPLEMENTATION OF PROBLEM-BASED LEARNING MODEL
TO INCREASE SELF-CONFIDENCE AND UNDERGRADUATE
STUDENTS UNDERSTANDING OF THE ELECTROCHEMISTRY
CONCEPT IN CHEMICAL EDUCATION*

Página – 216

22- Artigo / Article

IZTAYEV, Auyelbek; BAIBATYROV Torebek; MUKASHEVA Tarbiye; MULDABEKOVA, Bayan; YAKIYAYEVA, Madina

KAZAKHSTAN

**ESTUDOS EXPERIMENTAIS DO GRÃO DE CEVADA DE
BAISHESHEK PROCESSADO PELA MISTURA DE ÍON-OZÔNIO**

*EXPERIMENTAL STUDIES OF THE BAISHESHEK BARLEY
GRAIN PROCESSED BY THE ION-OZONE MIXTURE*

Página – 239

23- Artigo / Article

ASYLBAEV, Ilgiz; NIGMATZYANOV, Almas; KHABIROV, Ilgiz;
SERGEEV, Vladislav; KURMASHEVA, Nadezhda

RUSSIA

**COMPOSIÇÃO, PROPRIEDADES E USO DE RECURSOS
SECUNDÁRIOS COMO FERTILIZANTES ORGÂNICOS DE
SOLOS**

*COMPOSITION, PROPERTIES, AND USE OF SECONDARY
RESOURCES AS ORGANIC SOIL FERTILIZERS*

Página - 259

25- Artigo / Article

SUNYONO, Sunyono; TANIA, Lisa; SAPUTRA, Andrian

INDONESIA

**ANÁLISE DE FATORES EXPLORATÓRIOS DO INTERESSE DE
CARREIRA DE CIÊNCIA, TECNOLOGIA, ENGENHARIA E
MATEMÁTICA PARA FUTUROS PROFESSORES DE
MATEMÁTICA E CIÊNCIA: UM CASO DA UNIVERSIDADE DE
LAMPUNG, INDONÉSIA**

*EXPLORATORY FACTOR ANALYSIS OF SCIENCE,
TECHNOLOGY, ENGINEERING AND MATHEMATICS CAREER
INTEREST FOR PRE-SERVICE MATH AND SCIENCE
TEACHERS: A CASE OF LAMPUNG UNIVERSITY, INDONESIA*

Página - 282

27- Artigo / Article

E SOUZA, MARCELO KEHL; KLUNK, MARCOS ANTÔNIO;
XAVIER, SOYANE JUCELI SIQUEIRA; DAS, MOHULI;
DASGUPTA, SUDIPTA

BRASIL

**MÉTODOS ESPECTROSCÓPICOS PARA A DETERMINAÇÃO
DE GEOTITA EM CAULINITA**

*SPECTROSCOPIC METHODS TO DETERMINATION OF
GEOTHITE IN KAOLINITE*

Página - 303

29- Artigo / Article

VOSTRIKOVA, TATIANA V.; KALAEV, VLADISLAV N.;
MEDVEDEVA, SVETLANA M.; NOVICHKHINA, NADEZHDA P.;
SHIKHALIEV, KHIDMET S.

RUSSIA

**COMPOSTOS ORGÂNICOS SINTESIZADOS UTILIZADOS
COMO ESTIMULANTES DE CRESCIMENTO PARA PLANTAS
LENHOSAS**

*SYNTHESIZED ORGANIC COMPOUNDS AS GROWTH
STIMULATORS FOR WOODY PLANTS*

Página - 327

24- Artigo / Article

LEKOMTSEV, Alexander Viktorovich; ILIUSHIN, Pavel Yurjevich;
KOROBOV, Grigory Yurievich

RUSSIA

**MODELAGEM E PROVA DE SOLUÇÕES DE PROJETO PARA A
RECONSTRUÇÃO DA ESTAÇÃO DE TRATAMENTO DE ÓLEO E
ÁGUA**

*MODELING AND PROVING OF DESIGN SOLUTIONS FOR THE
RECONSTRUCTION OF TREATMENT FACILITY OF OIL AND
WATER*

Página – 269

26- Artigo / Article

SILVA, Ednilson Barros; ROCHA, José Roberto Caetano da

BRASIL

**AVALIAÇÃO ANTRÓPICA NO LITORAL PARANAENSE
ATRAVÉS DA DETERMINAÇÃO DA CONCENTRAÇÃO DO ÍON
FOSFATO EM RECURSOS HÍDRICOS**

*ANTHROPIC EVALUATION IN THE PARANÁ COAST THROUGH
THE ION PHOSPHATE CONCENTRATION DETERMINATION IN
WATER RESOURCES*

Página – 293

28- Artigo / Article

MADHI, QUSAI HATTAB; ABASS, MOHAMMED HAMZA;
MATROOD, ABDULNABI ABDUL AMEER

IRAQ

**POLUIÇÃO POR METAIS PESADOS EM CAMPOS DE TRIGO
(SOLO E FOLHAS) AMOSTRADOS NAS PROVÍNCIAS DE
BASRAH E MAYSAN**

*HEAVY METALS POLLUTION OF WHEAT FIELDS (SOIL AND
LEAVES) SAMPLED FROM BASRAH AND MAYSAN PROVINCES*

Página – 315

30- Artigo / Article

;RUCHIN, ALEXANDER B.

RUSSIA.

**EFEITO DA ILUMINAÇÃO NO CRESCIMENTO E
COMPORTAMENTO DO BARRIGUDINHO, POECILIA
RETICULATA**

*EFFECT OF ILLUMINATION ON GROWTH AND BEHAVIOUR OF
GUPPY, POECILIA RETICULATA*

Página – 338

31- Artigo / Article

KUPATADZE, KETEVAN

GEORGIA

MONITORAMENTO DA COMPOSIÇÃO QUÍMICA DO RIO IORI

MONITORING OF THE CHEMICAL COMPOSITION OF IORI RIVER

Página – 346

33- Artigo / Article

WAFI K. ESSA; NAJLAA K. ISSA; WALAA H. ABDULQADER; IBTESAM M. KAMAL

IRAQ

USO DE EXTRATO DE CEBOLA SELVAGEM ECOLÓGICA (URGINEA MARITIMA) COMO INIBIDOR DE CORROSÃO PARA AÇO CARBONO EM ÁCIDO CLORÍDRICO

THE USE OF ECO-FRIENDLY WILD ONION EXTRACT (URGINEA MARITIMA) AS CORROSION INHIBITOR FOR CARBON STEEL IN HYDROCHLORIC ACID

Página - 367

35- Artigo / Article

GAVRILOVA, YEKATERINA N.; SEITOVA, SABYRKUL M.; KOZHASHEVA, GULNAR O.; ALDABERGENOVA, AIGUL O., KYDYRBAEVA, GALIYA T.;

RUSSIA

RESULTADOS DO ESTUDO PARA O TREINAMENTO METODOLÓGICO DE PROFESSORES DE MATEMÁTICA EM CONDIÇÕES DE INOVAÇÃO

STUDY RESULTS FOR METHODOLOGICAL TRAINING OF TEACHERS OF MATHEMATICS IN CONDITIONS OF INNOVATION

Página - 391

37- Artigo / Article

SKVORTSOV, ARKADIY A.; GNATYUK, EVGENIYA O.; RYBAKOVA, MARGARITA R.; BURUKIN, IVAN V.;

RUSSIA

MÉTODOS PARA ENDURECIMENTO E MELHORIA DAS CARACTERÍSTICAS DE FADIGA DE AMOSTRAS DE LIGAS DE NÍQUEL CROMO-FERRO E TITÂNIO

METHODS FOR HARDENING AND IMPROVEMENT OF FATIGUE CHARACTERISTICS OF TITANIUM AND IRON-CHROMIUM NICKEL ALLOY SAMPLES

Página - 425

32- Artigo / Article

BRYKIN, VENIAMIN A.; VOROSHILIN, ANTON P.; RIPETSKIY, ANDREY V.; UHOV, PETR A.;

RUSSIA

IMPLEMENTAÇÃO DA PROTOTIPAGEM RÁPIDA NA RESOLUÇÃO DE PROBLEMAS APLICADOS NA PRODUÇÃO

INTRODUCTION OF RAPID PROTOTYPING IN SOLVING APPLIED PROBLEMS IN PRODUCTION

Página – 354

34- Artigo / Article

SEVBITOV, ANDREI; DAVIDYANTS, ALLA; BALKIN, ROMAN; TIMOSHIN, ANTON; KUZNETSOVA, MARIYA

RUSSIA

ANÁLISE DA EFICÁCIA DA IMUNOTERAPIA USANDO UM COMPLEXO AUTOLÓGICO DE IMUNOPEPTÍDEOS NO TRATAMENTO CIRÚRGICO DA PERIODONTITE

ANALYSIS OF THE EFFECTIVENESS OF IMMUNOTHERAPY USING AN AUTOLOGOUS COMPLEX OF IMMUNOPEPTIDES IN THE SURGICAL TREATMENT OF PERIODONTITIS

Página - 381

36- Artigo / Article

KOZHAGUL, AIDOS; BIDAIBEKOV, YESSEN; BOSTANOV, BEKTAS; PAK, NIKOLAY; KOZHAGULOVA, ZHANAR;

KAZAKHSTAN

INTEGRAÇÃO DE PROJETO ROBÓTICO NO PROCESSO DE APRENDIZAGEM NA ESCOLA

INTEGRATION OF ROBOTICS DESIGN INTO THE LEARNING PROCESS AT SCHOOL

Página – 404

38- Artigo / Article

FARHAN, Ahmed Jadah

IRAQ

ESTUDO DA CINÉTICA DA DEGRADAÇÃO TÉRMICA DE COMPOSTOS DE NANOPARTÍCULAS NÃO-SATURADAS DE POLIÉSTER E POLIÉSTER / SILICA POR TÉCNICAS DE ANÁLISE TGA E DSC

STUDY OF THE KINETICS OF THERMAL DEGRADATION OF UNSATURATED POLYESTER AND POLYESTER/ SILICA NANOPARTICLES COMPOSITES BY TGA AND DSC ANALYSIS TECHNIQUES

Página – 437

39- Artigo / Article

SAEED, NOOR HAZIM MOHAMMEDTHALJI; ABBAS, AHMED MAJED

IRAQ

CINÉTICA E MECANISMO DE OXIDAÇÃO DO TETRA-HIDROFURANO PELA CLORAMINA-T EM MEIOS ACIDICOS

KINETICS AND MECHANISM OF TETRAHYDROFURAN OXIDATION BY CHLORAMINE-T IN ACIDIC MEDIA

Página - 449

41- Artigo / Article

ALAM, ASHRAF

INDIA

TESTE DE CONHECIMENTO DE CONCEITOS DE VETORES ELEMENTARES ENTRE ESTUDANTES DO PRIMEIRO SEMESTRE DE BACHARELADO EM ENGENHARIA E DE TECNOLOGIA

TEST OF KNOWLEDGE OF ELEMENTARY VECTORS CONCEPTS AMONG FIRST-SEMESTER BACHELOR OF ENGINEERING AND TECHNOLOGY STUDENTS

Página - 477

43- Artigo / Article

COMINOTE, MARINA; SILVA, GABRIEL LIBARDI; HERINGER, NETALIANNE MITCHELLE FAGUNDES; GAZEL, FAIÇAL; OLIVEIRA, RENATO CÉSAR DE SOUZA

BRASIL

AVALIAÇÃO DE TRATAMENTO DE EFLUENTE TÊXTIL POR ELETROFLOCULAÇÃO COM MONITORAMENTO E CONTROLE AUTOMÁTICO CONSIDERANDO ESTUDO DE VIABILIDADE DE USO DE GERAÇÃO FOTOVOLTAICA

EVALUATION OF TREATMENT OF TEXTILE EFFLUENT BY ELECTROFLOCCULATION WITH MONITORING AND AUTOMATIC CONTROL CONSIDERING A FEASIBILITY STUDY OF THE USE OF PHOTOVOLTAIC GENERATION

Página - 507

45- Artigo / Article

AL-JABERI, AHMED K., HAMEED, EHSAN M., ABDUL-WAHAB, MOHAMMED S.

IRAQ

UM NOVO MÉTODO ANALÍTICO PARA RESOLVER A EQUAÇÃO DE TELEGRAFIA LINEAR E NÃO-LINEAR

A NOVEL ANALYTIC METHOD FOR SOLVING LINEAR AND NON-LINEAR TELEGRAPH EQUATION

Página – 536

40- Artigo / Article

ANISHCHENKO, Lidia; MOSKALENKO, Igor; AVRAMENKO, Marina; VOROCHAY, Yuliya; PLAKHOTIN, Aleksey

RUSSIA

ESPECIFICAÇÕES BIOINDICATIVAS, ECOLÓGICAS E ANALÍTICAS DE FLUXOS MENORES SOB A INFLUÊNCIA DE OBJETOS ARTIFICIAIS PERIGOSOS

BIOINDICATIVE, ECOLOGICAL AND ANALYTICAL SPECIFICATIONS OF MINOR STREAMS UNDER THE INFLUENCE OF HAZARDOUS MAN-MADE OBJECTS

Página – 462

42- Artigo / Article

DAKHNO, LARYSA; LOGVYNENKO, IRYNA;

UKRAINE

EFEITO DA OSTEOTOMIA SEGMENTAR ISOLADA DO QUEIXO (SCO) NO ESPAÇO DAS VIAS AÉREAS FARÍNGEAS

THE EFFECT OF ISOLATED SEGMENTAL CHIN OSTEOTOMY (SCO) ON THE PHARYNGEAL AIRWAY SPACE

Página – 495

44- Artigo / Article

UNNES, SUDARMIN; SUMARNI, WORO; DILIAROSTA, SKUNDA; RAMADANTY, ISABELA

INDONESIA

A RECONSTRUÇÃO DO CONHECIMENTO CIENTÍFICO SOBRE A BIOATIVIDADE DE BAJAKAH KALALAWIT (UNCARIA GAMBIR ROXB) COMO ETNOMEDICINA

THE RECONSTRUCTION OF SCIENTIFIC KNOWLEDGE ABOUT BAJAKAH KALALAWIT (UNCARIA GAMBIR ROXB) BIOACTIVITY AS ETHNOMEDICINE

Página – 524

46- Artigo / Article

AL-JABERI, AHMED K., HAMEED, EHSAN M., ABDUL-WAHAB, MOHAMMED S.

IRAQ

UM NOVO MÉTODO ANALÍTICO PARA RESOLVER A EQUAÇÃO DE TELEGRAFIA LINEAR E NÃO-LINEAR

A NOVEL ANALYTIC METHOD FOR SOLVING LINEAR AND NON-LINEAR TELEGRAPH EQUATION

Página – 536

SHA, MINGGONG; PROKUDIN, OLEG A.; SOLYAEV, YURY O.; VAKHNEEV, SERGEY N.

Republic of China and RUSSIA

DEPENDÊNCIA DOS MECANISMOS DE DESTRUIÇÃO “GLARE” DA EXTENSÃO DE AMOSTRAS EM TESTES DE FLEXÃO DE TRÊS PONTOS

DEPENDENCE OF GLARE DESTRUCTION MECHANISMS ON THE ELONGATION OF SAMPLES IN TESTS TO THREE-POINT FLEXURAL

Página – 549

47- Artigo / Article

NIGMATZYANOV, VLADISLAV V.; POGODIN, VENIAMIN A.;
RABINSKIY, LEV N.; SITNIKOV, SERGEY A.; ZIN HEIN, THANT

RUSSIA

**PRECURSORES POLIMÉRICOS PARA A CRIAÇÃO DE UMA
CÂMARA DE DESCARGA DE GÁS DO MOTOR DE FOGUETE
ELÉTRICO**

*POLYMER PRECURSORS FOR CREATING GAS DISCHARGE
CHAMBER FOR ELECTRIC ROCKET ENGINE*

Página - 560

49- Artigo / Article

EMAN A. M. AL-JAWADI; MOHAMMED I. MAJEED

IRAQ

**SENSORES ELETROQUÍMICOS À BASE DE FILME POLI (L-
FENIL ALANINA) EM MWCNT PARA DETERMINAÇÃO DE TPS**

*ELECTROCHEMICAL SENSORS BASED ON POLY (L-PHENYL
ALANINE) FILM ON MWCNT FOR DETERMINATION OF TPS*

Página – 579

51- Artigo / Article

OREKHOV, ALEXANDER A.; UTKIN, YURI A.; PRONINA, POLINA
F.

RUSSIA

**DEFINIÇÃO DE DEFORMAÇÕES NA ESTRUTURA COMPOSTA
DE GRADE SOB A AÇÃO DE CARGAS COMPRESSIVAS**

*DETERMINATION OF DEFORMATION IN MESH COMPOSITE
STRUCTURE UNDER THE ACTION OF COMPRESSIVE LOADS*

Página – 599

53- Artigo / Article

UMRAN, MAY ALI HUSSEIN; AL-KHATEEB, SUMAYA NAJIM

IRAQ

**PADRÃO DE PRODUÇÃO DE CÁPSULAS DE ESCHERICHIA
COLI UROPATOGÊNICAS DE PACIENTES COM INFECÇÃO DO
TRATO URINÁRIO EM HOSPITAIS DE KIRKUK**

*CAPSULE PRODUCTION PATTERN OF UROPATHOGENIC
ESCHERICHIA COLI OF URINARY TRACT INFECTION
PATIENTS IN KIRKUK HOSPITALS*

Página – 621

48- Artigo / Article

HALBOOS, MOHANAD HAZIM; HUSSEIN, BAYAN JABR;
SAYHOOD, AAYAD AMMAR

IRAQ

**PREPARAÇÃO DE UM NOVO COMPOSTO AZO (HAZM)
UTILIZADO PARA DETERMINAÇÃO ESPECTROFOTOMÉTRICA
ANALÍTICA DE GLICOSE NO SANGUE E NA SALIVA**

*PREPARATION OF A NEW AZO COMPOUND (HAZM) USED FOR
ANALYTICAL SPECTROPHOTOMETRIC DETERMINATION OF
GLUCOSE IN BLOOD AND SALIVA*

Página – 569

50- Artigo / Article

LI, YULONG; DOBRYANSKIY, VASILII N.; OREKHOV,
ALEXANDER A.

CHINA and RUSSIA

**MODELAGEM DE PROCESSOS DE DESENVOLVIMENTO DE
FISSURAS EM ELEMENTOS COMPOSITOS BASEADOS NOS
MODELOS “VIRTUAL CRACK CLOSURE TECHNIQUE” E
“COHESIVE ZONE MODE”**

*MODELLING OF CRACK DEVELOPMENT PROCESSES IN
COMPOSITE ELEMENTS BASED ON VIRTUAL CRACK
CLOSURE TECHNIQUE AND COHESIVE ZONE MODEL*

Página – 591

52- Artigo / Article

SALTABAYEVA, ULBOSSYN SH.; MORENKO, MARINA A.;
ROZENSON, RAFAEL I.

KAZAKHSTAN

**ESTUDO COMPARATIVO DA PREVALÊNCIA DA REATIVIDADE
DE IGE A ALÉRGENOS RECOMBINANTES**

*COMPARATIVE STUDY OF THE PREVALENCE OF IGE
REACTIVITY TO RECOMBINANT ALLERGENS ON THE
BACKGROUND OF ALLERGEN-SPECIFIC IMMUNOTHERAPY*

Página – 609

54- Artigo / Article

SHAHEED, IHSAN MAHDI; HATAM, RAGHAD SAAD; KUDHAIR,
AHMED F., AND MOHAMMED, NOOR JAMAL

IRAQ

**EXTRAÇÃO DE PONTO DE NÉVOA ECO-AMIGÁVEL
ACOPLADA COM UM MÉTODO ESPECTROFOTOMÉTRICO
PARA A DETERMINAÇÃO DO HIDROCLORO DE RANITIDINA EM
AMOSTRAS FARMACÊUTICAS**

*ECO-FRIENDLY CLOUD POINT EXTRACTION COUPLED WITH A
SPECTROPHOTOMETRIC METHOD FOR THE DETERMINATION
OF RANITIDINE HYDROCHLORIDE IN PHARMACEUTICAL
SAMPLES*

Página – 628

55- Artigo / Article

TLEBAYEV, MANAT B.; BIIBOSUNOV, BOLOTBEK I.; TASZHUREKOVA, ZHAZIRA K.; BAIZHARIKOVA, MARINA A.; AITBAYEVA, ZAMIRA K.

REPUBLIC OF KAZAKHSTAN AND KYRGYZ REPUBLIC

CRIAÇÃO DO MODELO MATEMÁTICO DE COMPUTADOR DO PROCESSO BIOTECNOLÓGICO DO PROCESSAMENTO DE MATÉRIAS-PRIMAS

CREATION OF A COMPUTER-ASSISTED MATHEMATICAL MODEL FOR THE RAW MATERIALS BIOLOGICAL PROCESSING LINE

Página – 640

57- Artigo / Article

MOLDABAYEVA, GULNAZ; SULEIMENOVA, RAIKHAN; KARIMOVA, AKMARAL; AKHMETOV, NURKEN; MARDANOVA, LYAILYA

KAZAKHSTAN

PROJETO DE ENSAIO EXPERIMENTAL DE TECNOLOGIA DE INUNDAÇÃO DE POLÍMEROS EM DEPÓSITOS DO CAZAQUISTÃO OCIDENTAL

EXPERIMENTAL SUPPORT OF FIELD TRIAL ON THE POLYMER FLOODING TECHNOLOGY SUBSTANTIATION IN THE OIL FIELD OF WESTERN KAZAKHSTAN

Página – 663

59- Artigo / Article

SHIGALUGOV, STANISLAV H.; TYURIN, YURIY I.; DUBROV, DMITRIY V.; BOROVITSKAYA, ANNA O.; DERIABINA, LARISSA B.

RUSSIA

LUMINESCÊNCIA DE A-WILLEMITE NA OXIDAÇÃO CATALÍTICA DE MONÓXIDO DE CARBONO

LUMINESCENCE OF A-WILLEMITE IN THE CATALYTIC OXIDATION OF CARBON MONOXIDE

Página – 691

61- Artigo / Article

GIZATOV, ALBERT; GIZATOVA, NATALIA; MIRONOVA, IRINA; GAZEYEV, IGOR; NIGMATYANOV, AZAT

RUSSIA

CRIAÇÃO E USO DO CONSÓRCIO DE MICROORGANISMOS NA PRODUÇÃO DE CARNES

CREATION AND USE OF MICROORGANISM CONSORTIUM IN MEAT PRODUCTION

Página – 713

56- Artigo / Article

BABAYTSEV, ARSENIY V.; KYAW, YE KO; VAKHNEEV, SERGEY N.; ZIN HEIN, THANT

RUSSIA

ESTUDO DA INFLUÊNCIA DE INCLUSÕES ESFÉRICAS EM CARACTERÍSTICAS MECÂNICAS

STUDY OF THE INFLUENCE OF SPHERICAL INCLUSIONS ON MECHANICAL CHARACTERISTICS

Página – 654

58- Artigo / Article

HASSAN, BAYDAA ABOOD; LAWI, ZAHRAA KAMIL KADHIM; BANOON, SHAIMA RABEEA

IRAQ

DETECÇÃO DA ATIVIDADE DE NANOPARTÍCULAS DE PRATA, PSEUDOMONAS FLUORESCENS E BACILLUS CIRCULANS NA INIBIÇÃO DO CRESCIMENTO DE ASPERGILLUS NIGER ISOLADO A PARTIR DE FRUTAS ALARGADAS

DETECTING THE ACTIVITY OF SILVER NANOPARTICLES, PSEUDOMONAS FLUORESCENS AND BACILLUS CIRCULANS ON INHIBITION OF ASPERGILLUS NIGER GROWTH ISOLATED FROM MOLDY ORANGE FRUITS

Página – 678

60- Artigo / Article

SADRITDINOV, AYNUR R.; KHUSNULLIN, AYGIZ G.; PSYANCHIN, ARTUR A.; ZAKHAROVA, ELENA M.; ZAKHAROV, VADIM P.

RÚSSIA

PROPRIEDADES FÍSICO-MECÂNICAS E TERMOFÍSICAS DE COMPOSITOS POLÍMEROS À BASE DE POLIPROPILENO SECUNDÁRIO PREENCHIDOS DE CASCA DE ARROZ

PHYSICAL AND MECHANICAL AND THERMOPHYSICAL PROPERTIES OF POLYMER COMPOSITES BASED ON RECYCLED POLYPROPYLENE FILLED WITH RICE HUSK

Página – 703

62- Artigo / Article

ASTAPIEVA, OLHA M.; GRUSHKA, GANNA V.; PASKEVYCH, OLGA I.; FEDULENKOVA, YULIIA YA.; MAKSIMISHYN, OLEKSII V.

UKRAINE

ANÁLISE RETROSPECTIVA DO CURSO DE CÂNCER DE TIREÓIDE COM METÁSTASES NOS PULMÕES APÓS RADIOTERAPIA

RETROSPECTIVE ANALYSIS OF THE COURSE OF THYROID CARCINOMA WITH LUNG METASTASES AFTER RADIOIODINE THERAPY

Página – 728

63- Artigo / Article

ABDULRAHMAN, HAYDER J.; MOHAMMED, SUZAN B.

IRAQ

**DESENVOLVIMENTO DE LASERS DE ALTA INTENSIDADE
ULTRACURTOS PARA A FAIXA DE ESPECTROS VISÍVEIS**

*DEVELOPMENT OF ULTRA-SHORT HIGH INTENSITY LASERS
FOR THE VISIBLE SPECTRA RANGE*

Página – 739

65- Artigo / Article

MYRZASHEVA, AIGUL N.; KENZHEGULOV, BEKET;
SHAZHEDEKEEVA, NURGUL K.; TULEUOVA, RAIGUL U.

KAZAKHSTAN

**MÉTODO NUMÉRICO PARA DETERMINAR A DEPENDÊNCIA
DO ESTADO DE TENSÃO TÉRMICA DA HASTE DA
TEMPERATURA DO MEIO AMBIENTE NA PRESENÇA
SIMULTÂNEA DE PROCESSOS TÉRMICOS**

*A NUMERICAL METHOD FOR DETERMINING THE
DEPENDENCE OF THE THERMALLY STRESSED STATE OF A
ROD ON AMBIENT TEMPERATURE WITH THE SIMULTANEOUS
PRESENCE OF THERMAL PROCESSES*

Página – 765

67- Artigo / Article

ISMAGILOV, RAFAEL; ASYLBAEV, ILGIZ; URAZBAKHTINA,
NURIYA; ANDRIYANOV, DENIS; AVSAKHOV, FIRDAVIS

RUSSIA

**CRESCIMENTO DE TUBERCULOS DE SEMENTE DE BATATA
SEM VÍRUS EM PLANTIO AEROPÔNICO**

*GROWING OF VIRUS-FREE POTATO SEED TUBERS IN THE
AEROPONIC PLANT*

Página – 791

69- Artigo / Article

ERMOLOVA, NATALYA VICTOROVNA; PETROV, YURIY
ALEKSEEVICH; LEVKOVICH, MARINA ARKADEVNA;
KOLESHNIKOVA, LUDMILA VALERIEVNA; DRUKKER, NINA
ALEKSANDROVNA

RUSSIA

**INFLUÊNCIA DA PRODUÇÃO DE CITOCINAS, METABOLITOS
DE ÓXIDO DE NITROGÊNIO E TROCA DE LÍPIDOS NA
FORMAÇÃO DE ESTÁGIOS EXTERNOS DE ENDOMETRIOSE
GENITAL NOS PACIENTES EM IDADE REPRODUTIVA**

*INFLUENCE OF CYTOKINES PRODUCTION, NITROGEN OXIDE
METABOLITES AND LIPIDS EXCHANGE ON THE FORMATION
OF EXTERNAL GENITAL ENDOMETRIOSIS STAGES IN
PATIENTS OF REPRODUCTIVE AGE*

Página – 813

64- Artigo / Article

PRONINA, POLINA F.; TUSHAVINA, OLGA V.; STAROVOITOV,
EDUARD I.

RUSSIA

**ESTUDO DA SITUAÇÃO DE RADIAÇÃO EM MOSCOU POR
MEIO DA PESQUISA DOS ORGANISMOS ELASTOPLÁSTICOS
NO FLUXO DE NÊUTRONS, CONSIDERANDO OS EFEITOS DO
CALOR**

*STUDY OF THE RADIATION SITUATION IN MOSCOW BY
INVESTIGATING ELASTOPLASTIC BODIES IN A NEUTRON
FLUX TAKING INTO ACCOUNT THERMAL EFFECTS*

Página – 753

66- Artigo / Article

VOSTRIKOVA, TATIANA V.; KALAEV, VLADISLAV N.; POTAPOV,
ANDREY YU. POTAPOV, MICHAIL A.; SHIKHALIEV, KHDIMET S.

RÚSSIA

**USO DE NOVOS COMPOSTOS DA SÉRIE QUINOLINA COMO
ESTIMULANTES EFICAZES DOS PROCESSOS DE
CRESCIMENTO**

*USE OF NEW COMPOUNDS OF THE QUINOLINE SERIES AS
EFFECTIVE STIMULANTS OF GROWTH PROCESSES*

Página – 781

68- Artigo / Article

DOLININ, ILGIZ; BAZEKIN, GEORGE; SKOVORODIN, EVGENY;
SHARIPOV, ALMAZ; CHUDOV, IVAN

RÚSSIA

**O USO DE BIOSTIMULANTE PARA AUMENTAR O GANHO DE
PESO CORPORAL DE FRANGOS**

*THE USE OF BIOSTIMULANT FOR INCREASING THE BODY
WEIGHT GAIN OF CHICKENS*

Página – 800

70- Artigo / Article

MARDIYANA; USODO, BUDI; BUDIYONO; JINGGA, ANISA
ASTRA; FAHRUDIN, DWI

INDONISIA

**ANÁLISE DOS ERROS DE CONEXÃO MATEMÁTICA DOS
ALUNOS NA RESOLUÇÃO DE PROBLEMAS DE IDENTIDADE
TRIGONOMÉTRICA**

*ANALYSIS OF STUDENTS' MATHEMATICAL CONNECTION
ERRORS IN TRIGONOMETRIC IDENTITY PROBLEM SOLVING*

Página – 825

71- Artigo / Article

ALI, SAFAA HUSSEIN; ABD ALREDHA, HASSAN MWAZI; ABDULHUSSEIN, HAIDER SABAH

IRAQ

ATIVIDADE ANTIBIÓTICA DE NOVAS ESPÉCIES DE COMPLEXOS DE METAIS DE BASE DE SCHIFF

ANTIBIOTIC ACTIVITY OF NEW SPECIES OF SCHIFF BASE METAL COMPLEXES

Página – 837

73- Artigo / Article

MASHFUFUFAH, AYNIN; NURKAMTO, JOKO; SAJIDAN; WIRANTO.

INDONESIA

A EFICÁCIA DO MODELO DE APRENDIZAGEM EM LABORATÓRIO BASEADO EM ETNOSOCIOECOLOGIA PARA APLICAR A ALFABETIZAÇÃO AMBIENTAL EM PROFESSORES DE BIOLOGIA EM TREINAMENTO

THE EFFECTIVENESS OF INQUIRY LABORATORY-BASED ETHNOSOCIOECOLOGY LEARNING MODEL TO EMPOWER ENVIRONMENTAL LITERACY IN PRESERVICE BIOLOGY TEACHERS

Página – 877

75- Artigo / Article

AITKELDIYEVA, Svetlana; DAUGALIYEVA, Saule; ALIMBETOVA, Anna; FAIZULINA, Elmira; SADANOV, Amankeldi

KAZAKHSTAN

DIVERSIDADE MICROBIANA DE SOLOS CONTAMINADOS NOS CAMPOS PETRÓLÍFEROS DO CAZAQUISTÃO

MICROBIAL DIVERSITY OF THE CONTAMINATED SOILS IN KAZAKHSTAN OILFIELDS

Página – 908

77- Artigo / Article

GHAFIYEHSANJ, ELHAM; DILMAGHANI, KAMALADDIN; CHAPARZADEH, NADER; SAADATMAND, SARA

IRAN

ESTUDO SOBRE COMPOSIÇÕES DE ÓLEO ESSENCIAL DE SALVIA (SALVIA NEMOROSA L.) COLHIDA DO NOROESTE DO IRÃ EM DIFERENTES ESTÁGIOS DE CRESCIMENTO

STUDY ON ESSENTIAL OIL COMPOSITIONS OF SAGE (SALVIA NEMOROSA L.) COLLECTED FROM THE NORTH WEST OF IRAN AT DIFFERENT GROWTH STAGES

Página – 934

72- Artigo / Article

ARSANI, IDA AYU ANOM; SETYOSARI, PUNAJI; KUSWANDI, DEDI; DASNA, I WAYAN

INDONESIA

ESTRATÉGIAS DE APRENDIZAGEM BASEADAS EM PROBLEMAS USANDO VÁRIAS REPRESENTAÇÕES E ESTILOS DE APRENDIZAGEM PARA MELHORAR AS COMPREENSÕES CONCEITUAIS DA QUÍMICA

PROBLEM-BASED LEARNING STRATEGIES USING MULTIPLE REPRESENTATIONS AND LEARNING STYLES TO ENHANCE CONCEPTUAL UNDERSTANDINGS OF CHEMISTRY

Página – 860

74- Artigo / Article

AUYEZKHANOVA, ASSEMGUL S.; TALGATOV ELDAR T.; AKHMETOVA SANDUGASH N.; KAPYSHEVA UNZIRA N.; ZHARMAGAMBETOVA ALIMA K.

KAZAKHSTAN

SÍNTESE E PROPRIEDADES DE PROTEÇÃO DOS COMPÓSITOS DE PECTINA / MONTMORILONITA CONTRA A ENTEROCOLITE INDUZIDA POR ASPIRINA

SYNTHESIS AND PROTECTIVE PROPERTIES OF PECTIN/MONTMORILLONITE COMPOSITES AGAINST ASPIRIN-INDUCED ENTEROCOLITIS

Página – 897

76- Artigo / Article

ROMANOVA, LUBOV; TOLMATCHEVA, NATALIA; MASLOVA, ZHANNA; KAPITOVA, IRINA; SHAMITOVA, ELENA

RUSSIA

USO DE BIOCORRETORES NA ESTIMULAÇÃO DA REGENERAÇÃO HEPÁTICA FETAL DE RATOS LESIONADOS MECANICAMENTE

USING OF BIOCORRECTORS IN REGENERATION PACING OF MECHANICALLY INJURED RATS' FETAL HEPATIC

Página – 924

78- Artigo / Article

ALBERTON, MATHEUS BORGHEZAN; LINDINO, CLEBER ANTONIO.

BRASIL

ADSORÇÃO DO HORMÔNIO 17 α -METILTESTOSTERONA EM SOLOS

ADSORPTION OF HORMONE 17 α -METHYLTESTOSTERONE IN SOILS

Página – 948

79- Artigo / Article

UTAMI, DEKA DYAH; SETYOSARI, PUNAJI; KAMDI, WARAS; ULFA; SAIDA; KUSWANDI, DEDI

INDONÉSIA

O EFEITO DA ESTRATÉGIA DE APRENDIZAGEM SMART-PBL E DA APRENDIZAGEM ACADÊMICA AUTORREGULADA SOBRE AS HABILIDADES METACOGNITIVAS E DE RESOLUÇÃO DE PROBLEMAS NA APRENDIZAGEM EM QUÍMICA

THE EFFECT OF SMART-PBL LEARNING STRATEGY AND ACADEMIC-SELF REGULATED LEARNING ON METACOGNITIVE & PROBLEM-SOLVING SKILLS IN LEARNING CHEMISTRY

Página – 960

81- Artigo / Article

SHA, MINGGONG; UTKIN, YURI A.; TUSHAVINA, OLGA V.; PRONINA, POLINA F.

CHINA and RUSSIA

ESTUDOS EXPERIMENTAIS DE TRANSFERÊNCIA DE CALOR E MASSA DE MODELOS DE PONTAS PRODUZIDOS A PARTIR DE MATERIAL COMPÓSITO DE CARBONOCARBONO (MCCC) SOB CONDIÇÕES DE CARGA DE CALOR DE ALTA INTENSIDADE

EXPERIMENTAL STUDIES OF HEAT AND MASS TRANSFER FROM TIP MODELS MADE OF CARBON-CARBON COMPOSITE MATERIAL (CCCM) UNDER CONDITIONS OF HIGH-INTENSITY THERMAL LOAD

Página – 988

83- Artigo / Article

BBABASKIN, D.V.; LITVINOVA, T.M.; BABASKINA, L.I.; OVAKIMYAN, A.K.; KOLEVATOVA, K.Y.

RUSSIA

AVALIAÇÃO DE MARKETING DAS PREFERÊNCIAS DO CONSUMIDOR NO USO DE APLICATIVOS MÓVEIS PARA CUIDADOS DE SAÚDE PARA APOIAR A ADERÊNCIA AO MEDICAMENTO

MARKETING EVALUATION OF CONSUMER PREFERENCES IN USING MOBILE APPS FOR HEALTHCARE TO SUPPORT DRUG ADHERENCE

Página – 1013

85- Artigo / Article

GONÇALVES, THÁIS PAULA RODRIGUES; PARREIRA, ADRIANO GUIMARÃES; LIMA, LUCIANA ALVES RODRIGUES DOS SANTOS

BRASIL

ESTUDO DA ATIVIDADE ANTIMICROBIANA DE *Tecoma stans* (L.) ex Kunth (BIGNONIACEAE)

*STUDY OF THE ANTIMICROBIAL ACTIVITY OF *Tecoma stans* (L.) ex Kunth (BIGNONIACEAE)*

Página – 1037

80- Artigo / Article

BEREZINA, TATIANA N.; CHUMAKOVA, ELIZAVETA

RUSSIA

HÁBITOS COMPORTAMENTAIS DE DOENÇA CARDIOVASCULAR EM PENSIONISTAS DE VÁRIOS PERFIS PROFISSIONAIS

BEHAVIORAL BACKGROUND OF CARDIOVASCULAR DISEASE IN PENSIONERS OF VARIOUS PROFESSIONAL TYPES

Página – 977

82- Artigo / Article

NAZAROVA, VALENTINA D.; SALIKOVA, NATALYA S.; BEKTEMISOVA, AINASH U.; BEGENOVA, BAHYT E.; AUBAKIROVA, GULSIM B.

KAZAKHSTAN

PRODUÇÃO DE FRAÇÕES DE MIRICETINA DE PLANTA DE *LYNOSYRIS VILLOSA* E ESTUDO DE SUA ATIVIDADE BIOLÓGICA

*ISOLATION OF MIRICETINE-CONTAINING FRACTIONS FROM *LYNOSYRIS VILLOSA* PLANT AND THEIR APPLICATION AS ANTIANEMIC AGENT*

Página – 998

84- Artigo / Article

BOITSOVA, TATYANA MARYANOVNA; PROKOPETS, ZHANNA GEORGIEVNA; ZHURAVLEVA, SVETLANA VALEREVNA; LYAKH, VLADIMIR ALEKSEEVICH

RUSSIA

CONTROLE DE ODORES EM PRODUTOS ALIMENTARES USANDO FIBRAS ALIMENTARES

ODOR CONTROL IN FOODS USING DIETARY FIBERS

Página – 1028

86- Artigo / Article

KHUDYAKOVA, ELENA V.; KHUDYAKOVA, HATIMA K.; SHITIKOVA, ALEKSANDRA V.; SAVOSKINA, OLGA A.; KONSTANTINOVICH, ANASTASIIA V.

RUSSIA

TECNOLOGIAS DA INFORMAÇÃO PARA DETERMINAR O PERÍODO ÓTIMO DE PREPARAÇÃO DE ALIMENTOS A PARTIR DE ERVAS DE CEREALIS PERENES

INFORMATION TECHNOLOGIES FOR DETERMINATION THE OPTIMAL PERIOD OF PREPARING FODDER FROM PERENNIAL GRASSES

Página – 1044

87- Artigo / Article

BUGERO, NINA VLADIMIROVNA; ILYINA, NATALYA ANATOLYEVNA; ALEXandrova, SVETLANA MIKHAYLOVNA

RUSSIA

**POTENCIAL DE PERSISTENCIA DOS PROTOZOÁRIOS
BLASTOCYSTIS SPP.**

PERSISTENT POTENTIAL OF PROTOZOA BLASTOCYSTIS SPP.

Página – 1057

89- Artigo / Article

MELNYK, OLEKSANDR V.; SOVHIRA, SVITLANA V.; DUSHECHKINA, NATALIYA YU.; AVRAMENKO, OLEG B.; DUBOVA, NATALIYA V.

UKRAINE

**AValiação OPERACIONAL DOS PARÂMETROS DE
CONTAMINAÇÃO QUÍMICA**

*RAPID ASSESSMENT OF CHEMICAL CONTAMINATION
PARAMETERS*

Página – 1084

91- Artigo / Article

SALIM, BADRAN JASIM; JASIM, ODAY AHMED

IRAQ

**MÉTODO CAS WAVELETS PARA RESOLVER O SISTEMA DE
DIFUSÃO DE REAÇÃO E COMPARAR COM O MÉTODO (G.F.E)**

*CAS WAVELETS METHOD TO SOLVE REACTION-DIFFUSION
SYSTEM AND COMPARE IT WITH (G.F.E) METHOD*

Página – 1110

93- Artigo / Article

BAKHTIYAROVA, SHOLPAN; ZHAKSYMov, BOLATBEK; KAPYSHEVA, UNZIRA; CHEREDNICHENKO, OKSANA

KAZAKHSTAN

**ALTERAÇÕES CITOGENÉTICAS EM CRIANÇAS RESIDENTES
EM REGIÕES ECOLOGICAMENTE ADVERSAS DO
CAZAQUISTÃO**

*CYTOGENETIC CHANGES IN SCHOOLCHILDREN RESIDING IN
ECOLOGICALLY ADVERSE REGIONS OF KAZAKHSTAN*

Página – 1137

88- Artigo / Article

LISOVSKAYA, S. B.; KARGIN, V. S.; MATYUSHIN, A. A.; TITOVA, N. A.; BELOV, A. V.

RUSSIA

**AValiação DA BIOEQUIVALÊNCIA EM VOLUNTÁRIOS
SAUDÁVEIS DE TABLETS ORODISPERSÍVEIS COM
OLANZAPINA**

*ASSESSMENT OF OLANZAPINE ORODISPERSIBLE TABLETS
BIOEQUIVALENCE IN HEALTHY VOLUNTEERS*

Página – 1070

90- Artigo / Article

SYZDYKOV, Kuanysh N.; NARBAYEV, Serik; ASSYLBEKOVA, Ainur S.; BARINOVA, Gulnaz K.; KUANCHALEYEV, Zhaxygali B.

KAZAKHSTAN

**EXPERIÊNCIA DA INTRODUÇÃO DE TILÁPIA NAS FONTES
GEOTÉRMICAS DO CAZAQUISTÃO**

*EXPERIENCE OF TILAPIA INTRODUCTION AT GEOTHERMAL
SOURCES OF KAZAKHSTAN*

Página – 1096

92- Artigo / Article

KOZLIAKOVA, IRINA; KOZHEVNIKOVA, IRINA; EREMINA, OLGA; ANISIMOVA, NADEZHDA

RUSSIA

**ENGENHARIA DE TIPIFICAÇÃO GEOLÓGICA DE TERRITÓRIOS
PARA ALOCAÇÃO DE INSTALAÇÕES MUNICIPAIS DE
GERENCIAMENTO DE RESÍDUOS SÓLIDOS**

*ENGINEERING GEOLOGICAL TYPIFICATION OF TERRITORIES
FOR ALLOCATION OF MUNICIPAL SOLID WASTE
MANAGEMENT FACILITIES*

Página – 1124

94- Artigo / Article

JABBAR, MOHAMMED L.; AL-SHEJAIRY, KADHUM J.

IRAQ

**UMA NOVA GEOMETRIA FRACTAL DOPING PARA
NANOFIBRAS DE GRAFENO E A OTIMIZAÇÃO DE CRISTAL:
UM ESTUDO DA TEORIA DA DENSIDADE FUNCIONAL (DFT)**

*A NOVEL FRACTAL GEOMETRY DOPING FOR GRAPHENE
NANORIBBON AND THE OPTIMIZATION OF CRYSTAL: A
DENSITY FUNCTIONAL THEORY (DFT) STUDY*

Página – 1148

95- Artigo / Article

SOZONTOVA, ELENA A.; PRODANOVA, NATALIA A.; ZEKIY, ANGELINA O.; RAKHMATULLINA, LEILA V.; KONOVALOVA, ELENA V.

RUSSIA

EFICIÊNCIA DAS TECNOLOGIAS REMOTAS NA ABORDAGEM DO CONTEÚDO DE UM CURSO DE MATEMÁTICA E-LEARNING USANDO O SISTEMA MOODLE: ESTUDO DE CASO

EFFICIENCY OF REMOTE TECHNOLOGIES ON THE APPROACHING THE CONTENT OF A E-LEARNING MATHEMATICS COURSE USING MOODLE SYSTEM: CASE STUDY

Página – 1159

97- Artigo / Article

BUTOV, A. V.; ZUBKOVA, T. V.

RUSSIA

SISTEMA DE PROTEÇÃO DA BATATA CONTRA PRAGAS E DOENÇAS PARA OBTER PRODUTOS ECOLOGICAMENTE LIMPOS

SYSTEM OF PROTECTION FOR POTATO FROM PESTS AND DISEASES TO GET ECOLOGICALLY CLEAN PRODUCTS

Página – 1186

99- Artigo / Article

PUTRANTO, TERAWAN AGUS., IKRAR, TARUNA., WASKITO, PUJO

INDONESIA

MACRÓFAGOS REGENERATIVOS: UMA NOVA ESPERANÇA PARA CARDIOMIOPATIA

REGENERATIVE MACROPHAGES: A NEW HOPE FOR CARDIOMYOPATHY

Página – 1207

Intructions to authors

Página – 1231

96- Artigo / Article

ISMAGILOV, RAPHAEL; SOTCHENKO, ELENA; AKHIYAROV, BULAT; ISLAMGULOV, DAMIR; NURLYGANOV, RAZIT

RUSSIA

PRODUTIVIDADE DE NOVOS HÍBRIDOS DE MILHO NAS CONDIÇÕES DOS URAIS

PRODUCTIVITY OF NEW MAIZE HYBRIDS IN CONDITIONS OF THE URALS

Página – 1175

98- Artigo / Article

VAKHRUSHEVA, LYUDMILA P.; ABDULGANIEVA, ELVIRA F.; AKHKIYAMOVA, GUZELIYA R., SHICHYAKH, RUSTEM A.; AVDEEV, YURI M.

RUSSIA

CARACTERÍSTICAS MORFOLÓGICAS E ANATÔMICAS DOS ESTADOS ETÁRIOS DE *Scutellaria stevenii* Juz. (*Scutellaria orientalis* subsp. *orientalis*) EM FITOCENOSSES DA CRIMEIA DE ENCOSTAS

*MORPHOLOGICAL AND ANATOMICAL FEATURES OF AGE STATES OF *Scutellaria stevenii* Juz. (*Scutellaria orientalis* subsp. *orientalis*) IN PHYTOCOENOSSES OF THE CRIMEA FOOTHILLS*

Página – 1196

100- Artigo / Article

MEDVEDSKIY, ALEKSANDR L.; MARTIROSOV, MIKHAIL I.; KHOMCHENKO, ANTON V.; DEDOVA, DARINA V.

RUSSIA

AVALIAÇÃO DA FORÇA DE UM PACOTE COMPOSTO COM DEFEITOS INTERNOS DE ACORDO COM VÁRIOS CRITÉRIOS DE FALHAS SOB A INFLUÊNCIA DE CARGA INDEPENDENTE

ASSESSMENT OF THE STRENGTH OF A COMPOSITE PACKAGE WITH INTERNAL DEFECTS ACCORDING TO VARIOUS FAILURES CRITERIA UNDER THE INFLUENCE OF UNSTEADY LOAD

Página – 1218

USANDO O APRENDIZADO BASEADO EM PROBLEMAS PARA MELHORAR AS HABILIDADES CRÍTICAS DOS ESTUDANTES PARA LIDAR COM INFORMAÇÕES ENGANOSAS EM QUÍMICA**USING PROBLEM-BASED LEARNING TO IMPROVE STUDENTS' CRITICAL THINKING SKILLS TO DEAL HOAX INFORMATION IN CHEMISTRY**FADIAWATI, Noor¹; DIAWATI, Chansyanah²; SYAMSURI, M. Mahfudz Fauzi^{3*}^{1,2,3}University of Lampung, Faculty of Teacher Training and Education, Department of Chemical Education, Lampung, Indonesia

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RESUMO

O pensamento crítico é a capacidade de pensar racional e reflexivamente sobre o que deve ser feito ou acreditado. Essa habilidade permite tomar decisões lógicas, com base nas informações obtidas e processadas de acordo com a habilidade. O desenvolvimento de habilidades de pensamento crítico na aprendizagem é importante porque permite que os alunos lidem efetivamente com problemas sociais, científicos e práticos. Portanto, esta pesquisa teve como objetivo descrever a efetividade da aprendizagem baseada em problemas para melhorar as habilidades de pensamento crítico dos alunos para lidar com informações fraudulentas em química. Esta pesquisa foi realizada utilizando um grupo controle e outro experimental. Os dados foram coletados de 60 alunos do 11º ano do ensino médio da província de Lampung, na Indonésia, e analisados pelo SPSS versão 23.0. A efetividade da aprendizagem baseada em problemas foi mensurada com base no ganho n. O valor de ganho n das classes experimental e controle foi de 0,709 (alto) e 0,332 (médio), respectivamente. Os resultados indicaram que a aprendizagem baseada em problemas facilitou e é eficaz para melhorar as habilidades de pensamento crítico dos alunos.

Palavras-chave: *habilidades de pensamento crítico; informações fraudulentas; aprendizagem baseada em problemas; aprendizagem prática*

ABSTRACT

Critical thinking is the ability to think rationally and reflectively about what must be done or believed. This skill allows one to make logical decisions based on information obtained and processed according to ability. The development of critical thinking skills in learning is essential because they enable students to deal effectively with social, scientific, and practical problems. Therefore, this research aimed to describe the effectivity of problem-based learning to improve students' critical thinking skills to deal with hoax information in chemistry. This research was carried out through the control and experimental groups. Data were collected from 60 the 11th-grade students of the State High School in Lampung Province, Indonesia, and analyzed by using SPSS version 23.0. The effectivity of problem-based learning was measured based on the n-gain. The n-gain value of experimental and control classes was 0.709 (high) and 0.322 (medium), respectively. The results indicated that problem-based learning has facilitated and effective to improve students' critical thinking skills.

Keywords: *critical thinking skills; hoax information; problem-based learning; hands-on learning*

1. INTRODUCTION:

The world is now in the era of the industrial revolution of 4.0. In this era, there was a rapid development of science and technology, both censorship, interconnection, and data analysis, thus bringing up ideas to be integrated into various fields of industry. Due to the fast development of science and technology, the problems faced are increasingly numerous and complex. On the other hand, the 4.0 industrial revolution will affect not only the industry, but also the labor market (Van den Bergh *et al.*, 2006; Lowden *et al.*, 2011; Danczak, Thompson, and Overton, 2020). Workforce needs have been transformed from routine work to shift to non-routine work (Trilling and Fadel, 2009). Because of this, a problem solver is needed to overcome them.

As a problem solver, knowledge alone is not enough to deal with increasingly complex problems in the current disruptive era. The contemporary job market demands the production of someone who can work in a disruptive and ill-defined environment, face non-routine and abstract work processes, make decisions, take responsibility, and work in teams (Van den Bergh *et al.*, 2006; Baygin *et al.*, 2016; Diawati *et al.*, 2017; Diawati *et al.*, 2018; Fadiawati, Diawati, and Syamsuri, 2019). This ability is related to skills demanded in the 21st century, one of which is critical thinking skills (CTS).

Critical thinking (CT) is rational and reflective thinking with an emphasis on making decisions about what to believe and do (Norris and Ennis, 1989). Based on the Delphi Report, CT is self-regulation in deciding which has goals that produce interpretations, analyzes, evaluations and inferences as well as concrete, conceptual explanations, as well as having methods, criteria or contextual considerations on which these decisions are based (Facione, 1990; Dwyer, Hogan, and Stewart, 2014; Stephenson and Sadler-McKnight, 2016).

The development of CTS has been the main focus of several researchers (Halpern, 2014; Moore, 2015; Butler and Halpern, 2020; Danczak, Thompson, and Overton, 2020). CTS is important because they enable students "to deal effectively with social, scientific, and practical problems" (Shakirova, 2007). Some cognitive psychology researchers report that CTS could be developed within a variety of discipline areas to make knowledge retrieval easier. McMillan (1987) argued that standalone and integrated courses were equally successful in developing CTS. On the other hand, Ennis (1990) accepted that CTS

also could be effectively improved with or without discipline-specific areas. Davies (2013) agreed that CTS is a fundamental skill at the basis of all disciplines of knowledge. CTS can be a need to accommodate the discipline-specific needs in higher education. CTS could be transferred to situations encountered in daily life (Butler and Halpern, 2020); one of them is about hoax information circulating through social networks.

Facebook, Youtube, WhatsApp, dan Instagram are social networks that are widely accessed by internet users. Among social networks, Facebook users number 2.414 billion, while Youtube with 2 billion active users, WhatsApp users number 1.6 billion, and Instagram with 1 billion active users (Clement, 2020). Fellow social networks users share a variety of news broadcasts dan information. Other users can quickly see both.

However, not only real news and information but also fake and mislead (hoax) news and information shared. Hoax information was made based on individual opinions that cannot be accounted for, and they shared in a chain through social networks. Related to circulating hoax information, CTS is needed in media literacy. Some learning models which suggested to developing CTS in chemistry are problem-based (Kek and Huijser, 2011; Martyn *et al.*, 2014), open-ended practical (Klein and Carney, 2014), and inquiry (Gupta *et al.*, 2015).

In this article, it is described the results of developed CTS dealing with hoax information by using problem-based learning (PBL). Fogarty (1997) defines PBL as a learning model that deals with real-life or real-world problems that are ill-structured, open-ended, and ambiguous. In these learning, students are faced with hoax information problems related to some food and drinks circulating through social networks. For example, hoax information received by the public is related to noodles and carbonated water. Based on information flowing, noodles and carbonated water are considered poisonous and dangerous. This is because if noodles with iodine drop, they will turn purple. On the other hand, carbonated water contains high levels of acid so that it can dissolve bones and teeth.

This corresponds with the outbreak of hoax information in Indonesia has become a national problem. The survey results of the Indonesian Telematics Society (2019) that a variety of hoax information that is often accepted by the public. Some of them are issues about health by 40.70%, issues about food and drinks by 30.00%, and

issues about science and technology by 20.00%. As a result of the circulation of the hoax information, the community became restless and was overtaken by excessive fear (Zuria and Suyanto, 2018). On the other hand, noodles and carbonated water producers suffer losses due to competition and trademark pollution (Apriyani, Fadiawati, and Syamsuri, 2017).

Furthermore, based on the hoax information in circulation, students look for information from reliable sources, conduct investigations, and use their knowledge and to be analyzed and confirm whether the information can be trusted or not. Therefore, this research aimed to describe the effectivity of PBL to improve students' CTS to deal with hoax information in chemistry.

2. MATERIALS AND METHODS:

This research is a quasi-experimental and carried out in the State High School in Lampung Province, Indonesia, by using nonequivalent control-group design (Creswell and Creswell, 2017). The population of this research is the 11th-grade students totaling 200 students. By using purposive sampling obtained 60 students, and every one declares to agree to participate in this research. Furthermore, students are grouped into experimental and control classes. Purposive sampling is done with consideration to obtain samples with the same or relatively similar characteristics based on prior information of a population (Fraenkel, Wallen, and Hyun, 2011).

Before the intervention, both the experimental and control classes were given pretest Norris-Ennis's CTS in the form of open-ended questions (Appendix 1). Next is the intervention stage by applying PBL in the experimental class and conventional learning in the control class.

Learning begins by orienting students to the hoax information problems. In the organized students' phase, students are asked to gather information related to the problem. Furthermore, students make investigation design and apply it to confirm whether or not the hoax information is being faced. Data obtained are then presented. In the last phase, students will be asked and answered on the work between groups to bring up various opinions or ideas. The learning process is guided by student worksheets to match the PBL syntax. During the learning process, student performance is also assessed. At the end of the learning, both classes were given a post-test Norris-Ennis's CTS in the form of open-ended

questions.

Statistical testing with SPSS version 23.0 was carried out on the results of the pretest through normality (One Sample Kolmogorov-Smirnov's Test), homogeneity of variance (Levene's Test), and independent sample t test. Increasing the score of each class (n-gain) also statistically tested through normality and One Way ANOVA. The n-gain categorized as high, medium, or low (Hake, 1998).

3. RESULTS AND DISCUSSION:

3.1. Results

Average scores of the pretest and post-test students' CTS were presented in Figure 1. Table 1 informed the results of the statistical analysis of the pretest score where the significance value (sig. > 0.05) indicates that average scores of the pretest come from populations that were normally distributed and have homogeneous variances. Based on the significance value (sig. > 0.05) on the independent sample t-test results obtained information that there was no difference between average scores of the pretest in the two classes.

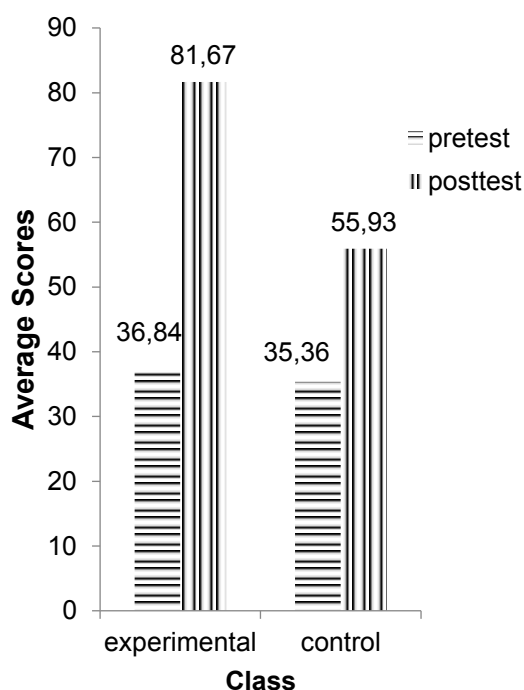


Figure 1. The average scores of pretest and post-test students' CTS.

The average n-gain of the experimental and control classes was presented in Figure 2.

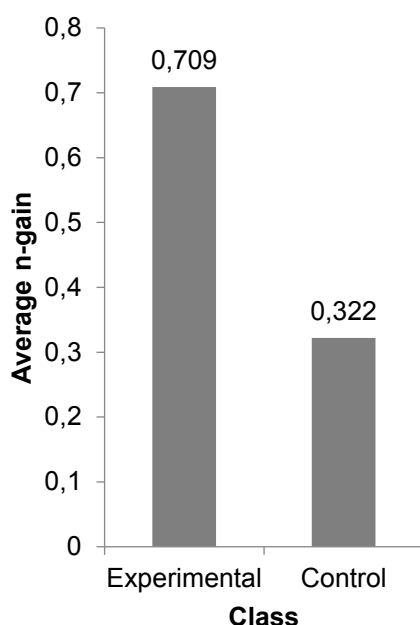


Figure 2. The average n-gain students' CTS.

Based on Table 2, normality test results for n-gain indicate that the significance value obtained (sig.) was greater than 0.05. This indicates that the average n-gain of CTS comes from a normally distributed population. One Way ANOVA test results show the significance value obtained was less than 0.05. Thus it could be said that there is a difference between the average n-gain of CTS between the experimental and control classes. Based on the significance value (sig. <0.05) on the independent sample t-test results obtained information that n-gain average of the experimental class was higher than the control class.

3.2. Discussion

The above description informs that the PBL model was effective in improving students' CTS compared to conventional learning. Students' CTS were trained at each stage of problem-based learning guided by student worksheets.

3.2.1 Phase 1, Student Orientation to the Problems

At this phase, students were faced with a problem related to hoax information circulating in the community packaged into the discourse. The discourse contains information that instant noodles contain poisons that harm the body. If noodles with iodine drop, they will turn purple. In a different discourse also informed that carbonated water contains acids that can clean the toilet and iron rust. When taken by mouth, the acid content is illustrated will mix and react with gastric acid in

the stomach. This makes people who used to consume both noodles and carbonated water uneasy. Regarding their information and understanding of discourse were presented in Figures 3 and 4 (the authentic source was available in Appendix 2). Based on this, this phase trains students' CTS.

Q: What information do you know based on the discourse above?

A: 1) Instant noodles contain free radicals which are proven by changes in color when dipped in iodine solution
2) Instant noodles are dangerous because they are made from chemicals

Q: What information do you not know based on the discourse above?

A: The content of instant noodles

Figure 3. Students' understanding of the discourse of the danger of noodles.

Q: What information do you know based on the discourse above?

A: 1) Carbonated water are dangerous to consume because they contain acids that can clean iron rust and toilets
2) Carbonated water added to glasses filled with clear liquid turn into chocolate foam, it is possible the same thing happens in our stomach

Q: What information do you not know based on the discourse above?

A: The content of carbonated water

Figure 4. Students' understanding of the discourse of the danger of carbonated water.

After students understand the problem critically, students were asked to formulate the main questions critically. Based on discourse, students should first consider the truth of the information. In the 1st worksheet, several students wrote question statements that do not fit the content of the discourse. A similar thing happened in the 2nd worksheet. Some students were not confident and were doubtful about the formulation of the questions they asked. The following were some of the questions written by students in Figures 5 and 6 (the authentic source was available in Appendix 2).

In learning, the formulation of the main questions raised was not appropriate to the problems listed in the discourse. Related to this, the teacher guided the students to determine the

main question of the air following late to the content of the discourse. Based on the direction was given by the teacher, students improved the statement of question formulation in the 1st and 2nd worksheets, as shown in Figure 7 and Figure 8 (the authentic source was available in Appendix 2).

Question Statement

- 1) Why instant noodles are still being sold in the market?
- 2) Why did the instant noodles dip in iodine solution turn purple?

Figure 5. Question statement in the 1st worksheet is not appropriate to the content.

Question Statement

- 1) Why carbonated water are still being sold in the market?
- 2) Why carbonated water can be used to clean toilets?

Figure 6. Question statement in the 2nd worksheet is not appropriate to the content.

Question Statement

- 1) Is it true that instant noodles are dangerous if consumed?
- 2) What are the ingredients of instant noodles?
- 3) Why do instant noodles turn purple when dipped in an iodine solution?
- 4) What chemicals are contained in instant noodles?
- 5) Do instant noodles contain free radicals?

Figure 7. Question statement in the 1st worksheet, which has been fixed.

Question Statement

- 1) Is it true that carbonated water are harmful to the body?
- 2) Is it true that information that carbonated drinks can be used to clean toilets?
- 3) What are the compositions contained in carbonated water?
- 4) Why carbonated drinks can clean iron rust?
- 5) What acid compounds are contained in carbonated water?

Figure 8. Question statement in the 2nd worksheet, which has been fixed.

Based on the improvement of the question

statement raised information obtained that students could critically determine the problems that exist in the discourse. Besides, students were increasingly skilled in making questions related to discourse.

In this study, the skills to understand the problems given critically could be said to increase. An increase in skills to understand the problem critically was also supported by student activities in learning. Students were frequently seen asking questions and giving their opinions. Therefore, PBL could increase information literacy, one of which was identifying issues or problems faced (Chu, Tse, and Chow, 2011).

3.2.2 Phase 2, Organize Students

To answer the questions that have been asked, students were asked to gather information from various sources relevant to the discourse. In its completion, students were guided by an assignment sheet. There were two activities, namely defining the problem and organizing learning tasks related to discourse, as well as gathering appropriate information so that they can submit hypotheses. Students in groups were given three days to define the problem and collect information along with the source. The same thing was done in the 2nd worksheet.

By teacher's guide, students answered the formulation of questions by finding and gathering information related to the problem, including: (1) the content contained in instant noodles and beverage drinks; (2) information about the color changes that occur in instant noodles after dipped in a solution of iodine and pH in carbonated drinks; (3) information about any food ingredients that have a content that is not much different from instant noodles or drinks or solutions that have a pH not much different from carbonated drinks. Through these activities, students were expected to be able to sort out relevant and trusted information in solving problems carefully. Accordingly, this phase trains the skills to gather relevant information. The results of the assignments were presented in Figures 9 and 10 (the authentic source was available in Appendix 2).

During these activities, students were asked to report the results of the task to the teacher periodically. The teacher evaluated the assignment and given direction when there was less relevant information, and the source was not credible. For this advice, students made improvements and obtain information on the 1st worksheet, among others: (1) the content

contained in instant noodles, (2) the content contained in the iodine, (3) carbohydrate testing, and (4) the cause of the occurrence discoloration of instant noodles after dipping the solution of iodine. On the other hand, information obtained in the 2nd worksheet includes: (1) the content contained in carbonated water, (2) the acidity of carbonated water, (3) buffering solutions in the blood, and (4) metal corrosion.

Assignment Sheet

Q: Find information from various sources regarding the content of instant noodles!

A: content of instant noodles: carbohydrates, fats, proteins, cholesterol, sodium, vitamins, calcium, iron

Q: Find information from various sources regarding the color change in iodine-dripped instant noodles!

A: discoloration of instant noodles that are dropped with iodine indicates carbohydrate content

Q: Find information from various sources about some food ingredients that have the same content as instant noodles!

A: rice, bread, corn, potatoes

Figure 9. Information obtained by students related to instant noodles.

Assignment Sheet

Q: Find information from various sources regarding the composition of Cola!

A: content of cola: carbonated water, sugar, caramel coloring, phosphoric acid, caffeine, citric acid

Q: Find information on the pH of carbonated water!

A: Carbonated water has a pH = 3

Q: Find information on types of drinks or solutions whose pH is the same as carbonated water!

A: lime juice, vinegar, tamarin juice, lemon juice

Figure 10. Information obtained by students related to carbonated water.

Based on observations, at first, students still found it difficult to sort out credible and

relevant information, especially if it was connected with chemical material. Most of the students' answers contain general things and not following the learning objectives, as well as information questions about food in the form of macromolecules that are absorbed by the nutritional content, students answer "protein and carbohydrate" without knowing that there are still many nutrients that are absorbed by the body. This might be due to a lack of understanding of problems and questions and accustomed to taking information from web blog sources, news, or literature whose clarity has not been proven.

To overcome this, a discussion was held for 25 minutes, in turn, eight groups consulted about students' answers with the teacher, so that information was obtained following problem-solving. In consultation activities, the teacher directed students' answers to solutions related to chemical materials, and the answers obtained were the nutrient content absorbed by the body, including "glucose, amino acids, vitamins and minerals, and water." To convince students, then the teacher invited students to conduct a literature study on other people's research related to the nutrient content absorbed by the body. This activity could indirectly train students' CTS, especially on indicators considering the credibility of the source.

CTS could be done by figuring out what to believe or what to do and doing it reflectively and reasonably (Ennis, 1990). Therefore, to obtain reliable information, students must conduct investigative activities to obtain appropriate conclusions so that meaningful construction of knowledge does not occur.

3.2.3 Phase 3, Individual and Group Research Guide

In the 1st worksheet, an experiment was carried out on a carbohydrate test on several foods with a solution of iodine. Investigation activities require students to be actively involved and train students in their opinions to get explanations and problem-solving. Something that is not much different was done in the 2nd worksheet regarding the removal of rust on iron with a solution or drink that has the same pH or almost the same as carbonated water.

Before investigation activities were carried out through experimental activities, students were required to make experimental designs. The intended experimental design includes: (1) identifying variables; (2) controlling variables; (3) compile experimental procedures; (4) identifying

tools and materials used; and (5) design an observation table (Fadiawati and Syamsuri, 2016; 2018). The experimental design was then consulted with the teacher. Based on the direction given by the teacher, students improved the design of the experiment.

Furthermore, students conducted experiments based on the results of experimental designs. In the 1st worksheet, students were asked to compare colors in instant noodles before and after dipping in iodine solution. In the 2nd worksheet, students were directed and guided to conduct experiments, ranging from measuring the volume of each solution as much as 10 mL, match by using universal indicators, comparing the amount of rust on nails that have been immersed in each solution for 10 minutes. Investigative activities through practicum make the learning process of students more meaningful (Hodson, 1990; Garnett, Garnett and Hacking, 1995; Hofstein and Lunetta, 2004; Hofstein and Mamlok-Naaman, 2007; Abrahams and Millar, 2008).

Faced this situation, students were required to be critical and careful in observing each process and the results obtained during the experiment to be able to conclude precisely and reasonably. On the other hand, through this activity students will get used to working together in groups so that it will foster a disciplined, honest, and thorough attitude in conducting learning activities and group discussions. Diawati *et al.* (2018) suggest that when students are assigned to work on worksheets and undertake learning activities and group discussions, students practice working together between group members to discuss the tasks contained in worksheets. Through this group discussion, students exchange opinions, assess the views of friends regarding problems correctly.

3.2.4 Phase 4, Develop and Present the Work

After conducting an investigation and experiment, students were then asked to develop and present their work in the form of observations during the experiment which are then submitted to the teacher. Furthermore, students wrote the experimental data, answered questions that were challenging related to the experimental data to be able to develop ideas or ideas by linking the results obtained during the experiment with various information that they have obtained from various sources, and reported the solution obtained as a work.

In the initial phases of developing and presenting the results of an experiment, students have not been very active in discussions to

analyze the results of experiments and draw conclusions. To overcome this, the teacher provided guidance and checks the work of students in each group if there are difficulties. At the next meeting, it was seen that students were increasingly actively discussing and even asking critical questions to the teacher. Students' inference skills have improved.

In this condition, when students were assigned to work on a worksheet with their study groups, students practiced being able to work together between group members to discuss the tasks contained in worksheets. Through discussion activities, students exchanged opinions, assess the opinions of friends, or reject or accept the opinions of friends so that they are expected to be able to give the right conclusions. Thus, student activities in doing assignments, working together, and discussing supported the improvement of students' CTS.

Syamsuri and Fadiawati (2019) revealed that inference means identifying and obtaining the elements needed to draw acceptable conclusions. Inference skills can be trained in the stage of developing and presenting work. At this stage students also do information processing to find the linkage of one information with other information, so students can conclude the linkages of that information.

3.2.5 Phase 5, Analyze and Evaluate the Problem-Solving Process

In the last phase, student learning outcomes were evaluated in terms of the material learned and ask each group to communicate their work. In this way, students will be asked and answered on the work between groups to bring up various opinions, or ideas, such as the use of used plastic cups instead of chemical cups. Thus they will be understood the problem more deeply and can be developed ideas more broadly.

Through PBL, students were trained to be able to formulate the main questions. Students were also required to gather the information needed to confirm the truth of information circulating based on discourse. In searching for information, students were trained to choose sources that are relevant and credible, so that the information they get could be trusted, and then students can make inferences (Syamsuri and Fadiawati, 2019). Through investigation activities, students could determine what actions should be taken to confirm the truth of information circulating based on discourse. In presenting the work, could bring up various ideas. Students were also able to

communicate their work to others. With this learning phase, students' CTS could certainly be trained (Dehkordi and Saeed, 2008; Fadiawati, Diawati, and Syamsuri, 2019; Hung and Amida, 2020).

4. CONCLUSIONS:

By using PBL to deal with the circulating hoax information, students look for information from reliable and credible sources, conduct investigations, and use their knowledge and to be analyzed and confirm whether the information can be trusted or not. Additionally, the n-gain value of the experimental class in high categorized, while the n-gain value of the control class in medium categorized. Therefore, it could be said that PBL applied in this research has facilitated and effective in improving students' CTS.

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Table 1. Statistical testing result of average score of the pretest

	Experimental Class	Control Class
Normality test		
Kologorov-Smirnov Z	0.125	0.155
Significance value	0.200	0.063
Homogeneity test		
F value	1.059	
Significance value	0.308	
Independent sample t-test		
t value	-0.255	
Significance value	0.800	

Table 2. Statistical testing result of average n-gain

	Experimental Class	Control Class
Normality test		
Kologorov-Smirnov Z	0.138	0.104
Significance value	0.147	0.200
One way ANOVA test		
F value	114.636	
Significance value	0.000	
Independent sample t-test		
t value	10.707	
Significance value	0.000	

APPENDIX 1

Pretest Questions

DISCOURSE 1

Read the following discourse to answer the questions below!

Have you ever seen a viral video on Youtube (<https://www.youtube.com/watch?V=dUGndfBS5Fk>) about an experiment of instant noodles with iodine drop? What will happen after a few minutes? It turns out that instant noodles immediately change color to purple.



The following information is obtained from Facebook (<https://www.facebook.com/91201988700/posts/temanstaukah-kalian-kalau-mie-instan-mandung-radikal-bebas-yang-sangat-berbah/10153784538233701/>) In the news was informed that instant noodles contain free radicals which are very dangerous for the body. This is proven by dipping instant noodles in the iodine solution. The result is a color change in instant noodles to purple. The change in color indicates that instant noodles contain negative toxins derived from chemicals.

Based on this discourse, answer the following questions!

1. **CTS indicator: understanding the problems critically.**
Do you believe the information in the discourse above? Explain with reasons!
2. **CTS indicator: making the questions.**
Ask questions related to the discourse above, regarding:
 - a. main question
 - b. questions besides the main questions
3. **CTS indicator: collecting and considering the pieces of information.**
What information do you need to answer the questions you ask

DISCOURSE 2

Read the following discourse to answer the questions below!

Coke Cola is a carbonated drink that tastes good when thirsty. Almost all people like this drink. But lately, there has been information circulating on social media such as Youtube, Whatsapp, Facebook, Twitter, and Instagram that illustrates the dangers of carbonated drinks when mixed with stomach acid. On social media Youtube (<https://www.youtube.com/watch?v=ISGJkA1T8fY>), a video is displayed when a colorless liquid in a glass container is added with carbonated drinks. When the two are mixed, it turns out to react to form a blackish-brown froth which over time looks solid. The uploader of the video illustrates the same thing would happen if carbonated drinks in the stomach were mixed with gastric acid.



There are also other videos on social media Youtube (<https://www.youtube.com/watch?v=Zj1MXEZ-90M>) that shows the use of carbonated drinks as a toilet cleaner. On social media Youtube (https://www.youtube.com/watch?v=KYcVJt6_cSQ) also shows videos related to the use of carbonated drinks to clean iron rust. The use of carbonated beverages as a toilet cleaner and iron rust is associated with the acid content in the drink.



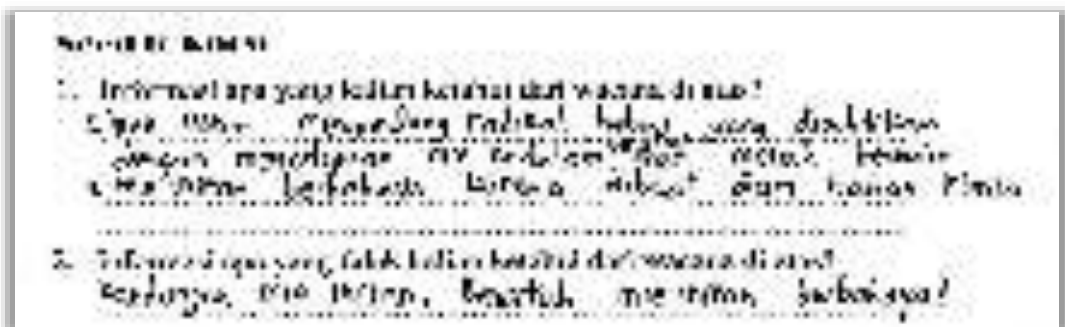
The videos then spread sequentially through Whatsapp, Facebook, Twitter, and Instagram. The distribution of the videos is accompanied by information that illustrates the dangers of carbonated drinks. As a result, many people assume that carbonated cola drinks are very dangerous for the body because they are made from hazardous chemicals.

Based on this discourse, answer the following questions!

4. **CTS indicator: understanding the problems critically.**
Do you believe the information in the discourse above? Explain with reasons!
5. **CTS indicator: making the questions.**
Ask questions related to the discourse above, regarding:
 - a. main question
 - b. questions besides the main questions
6. **CTS indicator: collecting and considering the pieces of information.**
What information do you need to answer the questions you ask

APPENDIX 2

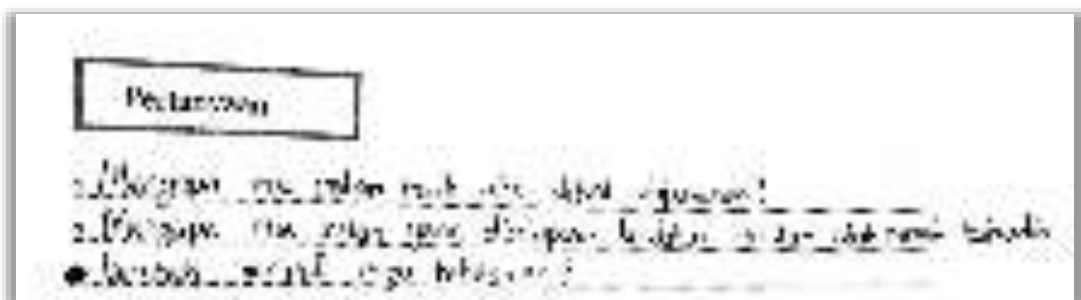
The authentic source of Figures 3 to 10



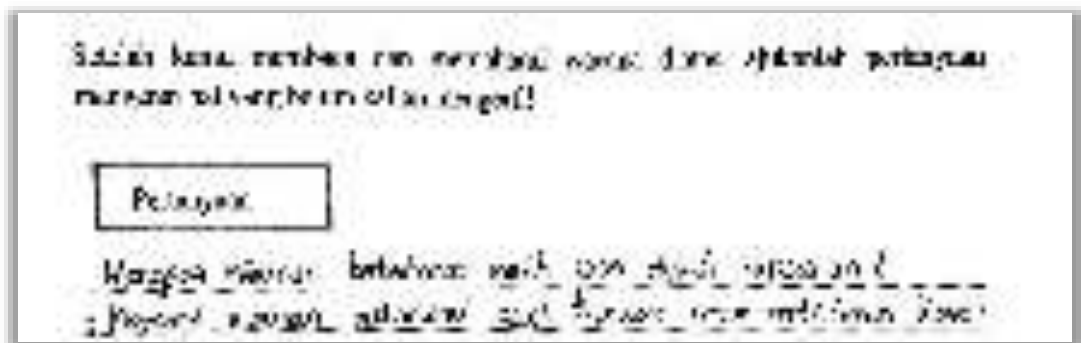
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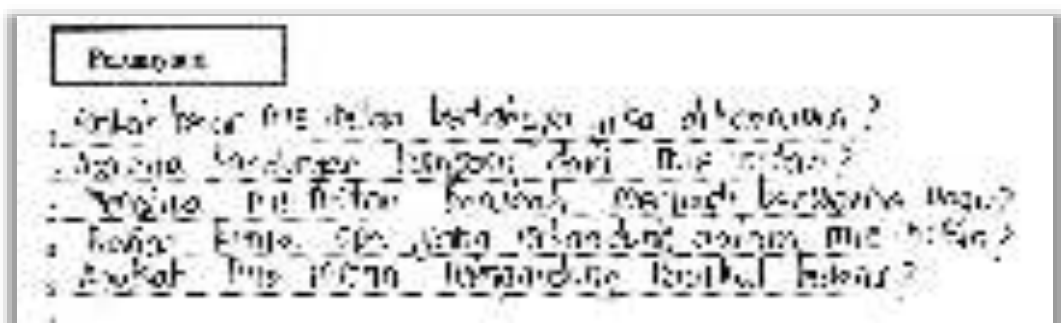
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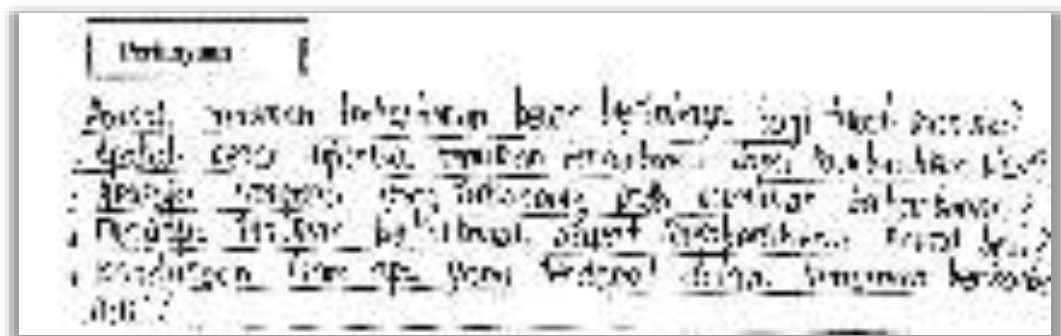
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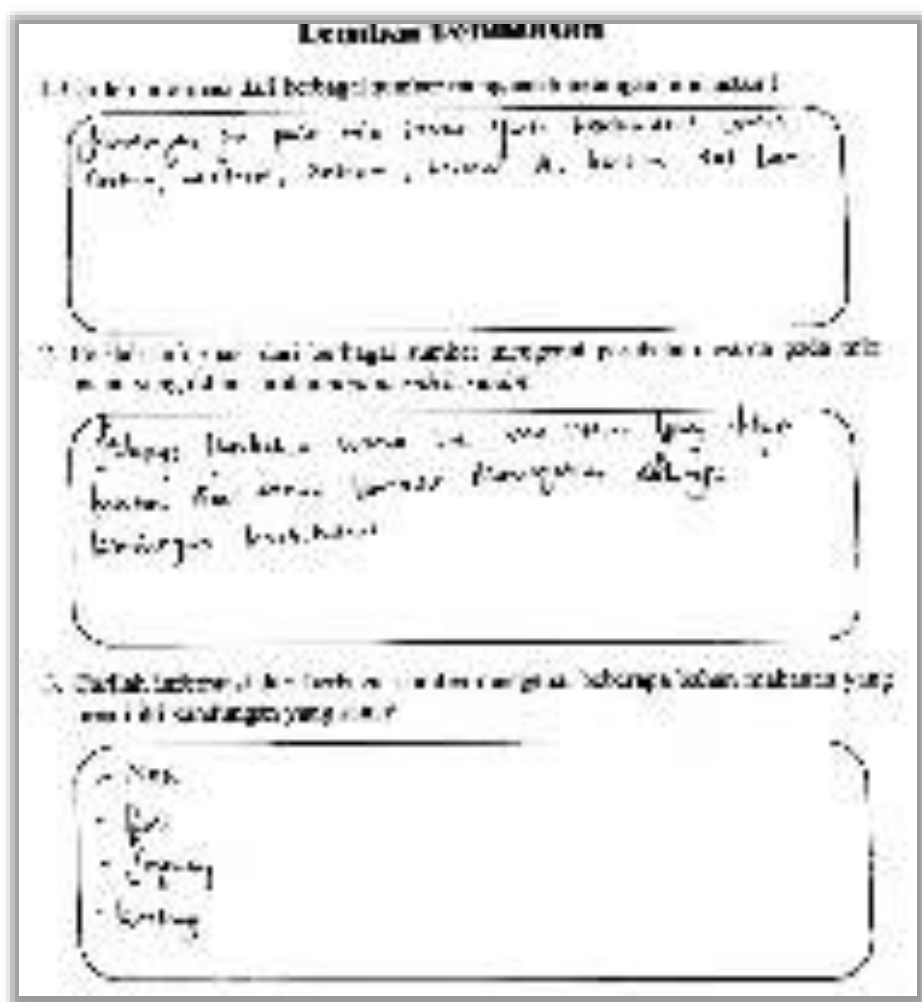
Source for Figure 6



Source for Figure 7



Source for Figure 8



Source for Figure 9

Conflicts between members of groups in which children are involved have been found to be higher in older than in younger children.

Answer the questions in German. Beispiel:

Wie ist das Wetter?	Heute: sonnig, morgen: bewölkt.
Wie ist das Wetter?	heute: sturm, morgen: sturm.

Can I install several hard drives?

$$\frac{1}{2} = \frac{1}{2}$$

* Data are adjusted for sex, age, and education. All tests are significant at $p \leq 0.05$ unless otherwise indicated. Significant values are indicated.

- Կեր յոյն օրքս
- Դէպք ունի
- Եւ ինչպէս յարեալ
- Եւ Երան

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3. THE CENTRAL TEXT PART OF THE MATERIAL
4. GUIDELINES FOR REFERENCES
5. FIGURES
6. TABLES
7. MATHEMATICAL EXPRESSIONS
8. SUPPLEMENTARY MATERIAL

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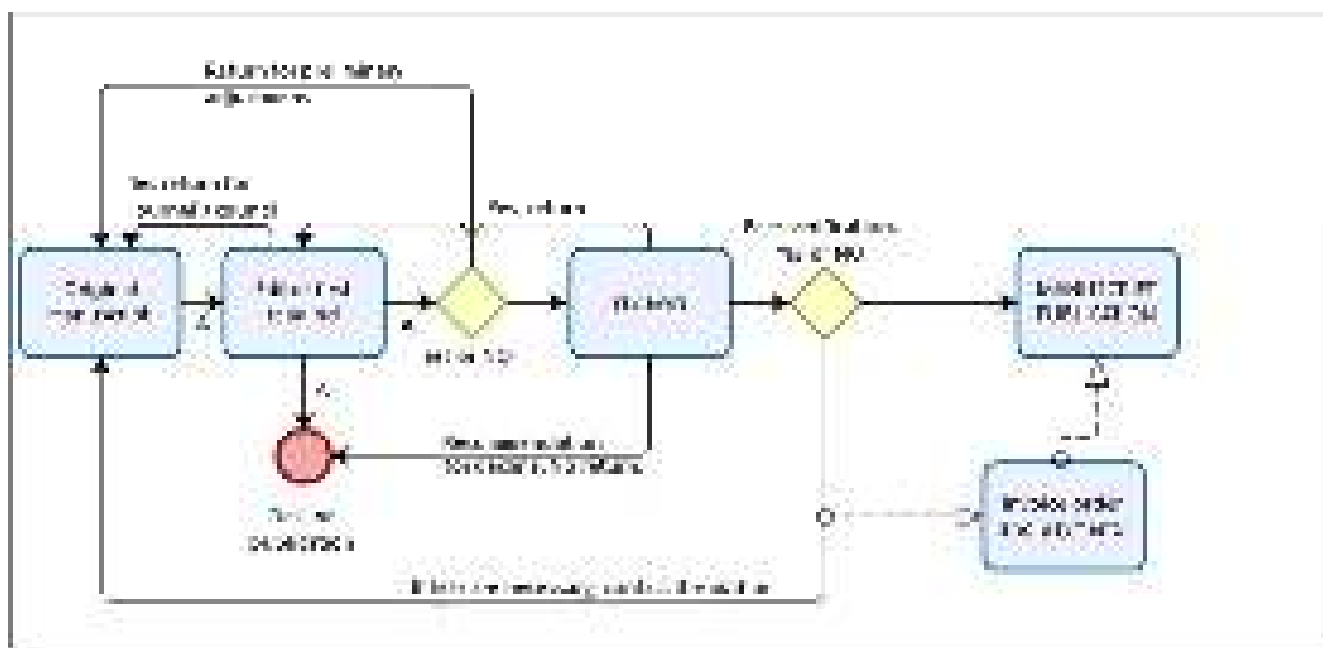
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