



GreenComp-based Questionnaire (GCQuest) - ENG

and Final Questionnaire on the contribution of the 'Art Nouveau Path' MARG to the development of Competences for Sustainability

The aim of this final questionnaire is to find out your opinion on the impact of the 'Art Nouveau Path' MARG on the development of sustainability skills, after some time has passed since the activity. The questionnaire is anonymous, and the data is processed for educational and scientific purposes only. The expected completion time is approximately 20 to 25 minutes. There are no right or wrong answers. What matters is your opinion.

Thank you for your collaboration!

A.1. IMPACT AND CONTRIBUTION OF THE "ART NOUVEAU PATH" MARG ON LEARNING AND DAILY ACTIONS

A.1.1. Can you give an example of something you learnt in the game that you still remember or have used in another context (e.g. outside of school activities)?

A.1.2. Since participating in the 'Art Nouveau Path' activity, have you reflected (thought) or taken more sustainable action??

Yes _____ No _____

A.1.3. Have you applied or shared any ideas learned during the game with other people (family, friends, colleagues)??

Yes _____ No _____

A.1.4. Do you consider that the Augmented Reality (AR) experience of the game 'Art Nouveau Path' was more engaging and interesting than learning in a traditional classroom.?

Yes _____ No _____

A.1.5.1 Notice differences in how you learn in the context of the 'Art Nouveau Path' (outside the classroom, outdoors), compared to a traditional lesson.?

Yes _____ No _____

A.1.5.2. Explain the reason for your previous answer (Yes or No).?

A.1.6. Complete the following sentence: For me, sustainability is ...

A.2. VALUE OF THE 'ART NOUVEAU PATH' GAME IN TERMS OF PROMOTING HERITAGE AND THE CITY

A.2.1. Do you still remember any details, buildings or areas of the city you visited during the game??

Yes _____ No _____

A.2.1.1. Can you identify the name or characteristics of details, buildings or areas of the city? Write below...

A.2.2. Since participating in the 'Art Nouveau Path' activity, I have started to pay more attention to details, buildings, and areas of the city?

Yes _____ No _____

A.2.3. After participating in the 'Art Nouveau Path' activity, I became more interested in visiting or discovering other historical sites in Aveiro (or another city)?

Yes _____ No _____

A.2.4. The 'Art Nouveau Path' activity led you to reflect on the importance of preserving local cultural heritage?

Yes _____ No _____

A.2.5. The 'Art Nouveau Path' activity increased curiosity or attention about the street/neighborhood/area where you live?

Yes _____ No _____

A.2.6.1. Do you consider that in the 'Art Nouveau Path' activity, the points of interest (monuments and locations) visited, the narrative presented (texts and multimedia content) and the game tasks were interconnected.?

Yes _____ No _____

A.2.6.2. Explain the reason for your previous answer (Yes or No)?

A.3. VALUE OF THE 'ART NOUVEAU PATH' GAME IN TERMS OF EXPERIENCE WITH TECHNOLOGY AND DIGITAL LITERACY

A.3.1. Can you identify the difference between Virtual Reality and Augmented Reality??

Yes _____ No _____

A.3.2. Did you find it easy to use Augmented Reality during the game?

Yes _____ No _____

A.3.3. Did you find it easy to use the path map during the game?

I did not use it. _____ Yes _____ No _____

A.3.4. Did you find the instructions and content displayed on the screen (text, multimedia content) during the game easy to understand?

Yes _____ No _____

A.3.5. Did you find it difficult to navigate or locate points of interest in the game??

Yes _____ No _____

A.3.6. Did you ever consider that the use of Augmented Reality (AR) was confusing??

Yes _____ No _____

A.3.7. Do you find learning based on experiences with Augmented Reality (AR) interesting, as in the context of the 'Art Nouveau Path'?

Yes _____ No _____

A.3.8. Would you like to participate in other games or educational activities that use technology like this?

Yes _____ No _____

A.3.9. What aspects of the mobile application or technology facilitated or hindered your learning? Explain with examples.:

A.4. GREENCOMP-BASED QUESTIONNAIRE (GCQUEST) - ENG

Read each statement on the table carefully. All statements complete the sentence: "In my daily life, I try to...". The statements are intended to assess the contribution of the game to the development of Sustainability Skills and have been adapted from the "GreenComp - European framework for Sustainability Skills" for the Portuguese version (available at: <https://publications.jrc.ec.europa.eu/repository/handle/JRC128040>).

The response scale for each statement ranges from 1 – "I disagree" to 6 – "I agree".

Since the activity, in my daily life I try to...	I disagree (1)	(2)	(3)	(4)	(5)	I agree (6)
... be prone to act in line with values and principles for sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... articulate and negotiate sustainability values, principles and objectives while recognising different viewpoints.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... identify processes or action that avoid or reduce the use of natural resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... know that damaging and exhausting natural resources can lead to disasters and conflicts (e.g., loss of biodiversity, draughts, mass migration and war).	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... show empathy with all life forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... evaluate issues and action based on sustainability values and principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to acknowledge cultural diversity within planetary limits.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Since the activity, in my daily life I try to...	I disagree (1)	(2)	(3)	(4)	(5)	I agree (6)
... be able to apply equity and justice for current and future generations as criteria for environmental preservation and the use of natural resources.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... know about environmental justice, namely considering the interests and capabilities of other species and environmental ecosystems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... know the main views on sustainability: anthropocentrism (human-centric), technocentrism (technological solutions to ecological problems) and ecocentrism (nature-centred), and how they influence assumptions and arguments.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be committed to decreasing material consumption.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to bring personal choices and action in line with sustainability values and principles.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be willing to share and clarify views on sustainability values.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to find opportunities to spend time in nature and helps to restore it.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to see and imagine humans living together and respecting other life forms.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... know that values and principles influence action that can damage, does not harm, restores or regenerates the environment.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... care about a harmonious relationship existing between nature and humans.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... respect, understand, and appreciate various cultures in relation to sustainability, including minority cultures, local and indigenous (from a region) traditions and knowledge systems.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to assess and question personal needs to carefully manage resources in the pursuit of longer-term goals and common interests.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to assess own impact on nature and consider the protection of nature an essential task for every individual.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... know that individuals and communities differ in how and how much they can promote sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to help build consensus on sustainability in an inclusive manner.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be able to identify and include values of communities, including minorities, in problem framing and decision making on sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... know that people are part of nature and that the divide between human and ecological systems is arbitrary.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
... be ready to critique and value various cultural contexts depending on their impact on sustainability.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Thank you for your collaboration!

Funding Information