

Questionnaire

1. How would you describe your overall experience participating in the application of the cultural practices guide in teaching chemistry?
2. Could you share a specific testimony or anecdote where you have incorporated local knowledge into your chemistry learning process?
3. During the implementation of the guide, have you noticed any significant interaction between your cultural knowledge and the scientific concepts you have learned? If so, please provide an example.
4. The cultural practice of facial and body painting with wituk stood out in the testimonials. How would you describe your experience in learning about this practice and its uses in chemistry?
5. In comparison to other cultures like the Shuar, Achuar, and Zapara, how do you believe the practice of facial and body painting with wituk differs in terms of processes and meanings?
6. Can you share some details about how you engaged in the preparation and application process of wituk as a dye and its relation to chemical concepts?
7. To what extent do you believe the incorporation of cultural practices in chemistry teaching has influenced your understanding and retention of scientific concepts?
8. Have you noticed any connection between teaching cultural practices and your interest in chemistry as an academic discipline? Please share your perspective.
9. Apart from facial and body painting with wituk, is there any other cultural practice you have discovered through the guide that you find relevant to chemistry teaching?
10. Based on your experience and perceptions, do you believe the integration of cultural knowledge in chemistry teaching can enrich the overall understanding of the subject? If so, how would you describe it?"