

Industrial Revolution was a mark, which caused strong impacts over human society. Production means, increase in product availability, labor relations, exploitation of natural resources, among others, changed drastically. It brought progress and development, but also generated several social and environmental problems, many of them still unsolved until now. The discoveries in science made possible the development of new technologies, which gave support to a massive industrial production and bringing back new advances in very science, and so on. The agents of such transformation were individuals and/or groups that leaded their action to achieve this material transformation according to their desires, beliefs and values. So that, we consider important to take into account those three last aspects in Science, Technology and Society – STS - approaches. In fact, those aspects motivate individuals and societies to define actions, rules, ethical codes and moral procedures that legitimate their achievement in all areas. Then, it is necessary to put together desires (as for power, achievement, acceptance), values (as honesty, freedom, peace), beliefs (as religious fundamentalism, cultural patterns), economical aspects (as competitiveness, productivity, profitableness), social issues (as unemployment, social mobility, poverty), environmental questions (as exploitation of natural resources, pollution, agriculture), political actions (as war, economic and cultural imperialism), etc., to understand the world social dynamics that move science, technology and society in a interconnected manner. Some approaches point to solutions presuming that actually people want a balanced world, or believing in “good against evil” fight. Human History is a result of a combination of forces, some in opposition, and others in synergy. We present a way to analyze STS dynamic based on cognitive maps proposed by Axelrod. Through such tool we are able to model social mechanisms underlying STS, regarding several aspects that are interrelated, distinguishing oppositions, synergy among aspects and even predicting consequences of some simulated situations. This kind of analysis makes possible a broaden vision about some questions. Also, a critical consciousness could be formed by the need to make many relationships among information. We developed an example to illustrate STS dynamic, which could be used to teach and learning about such subject.