Abstract

The hypothetic-deductive method (HDM) is a very useful tool to understand the functioning of natural systems. However, the teaching of this concept in ecology has been focused following a traditional-expository method. Consequently, the HDM is often incorrectly employed for planning research. A non-conventional way to explain the HDM is herein proposed, based on the known concept that learning is a re-elaboration of the experience rather than a simple reception of data. Therefore, 1) the two main pedagogic styles that are normally used for teaching are summarized, 2) how to benefit from one of these styles to teach the HDM is explained, illustrating it with an example, 3) the theoretical concepts behind this example are developed and, finally, 4) the pedagogic advantages of this non-conventional approach are discussed.