Abstract

When it comes examining the deficiencies in science education, one soon focuses to the absence of experimental classes, so that inquiry activities are seen today as a synonym for innovation in education. In this theoretically oriented article, I dialogue with the theoretical references of science education, and discuss trends, myths and conceptions, present in the various forms of practical activities, and of the nature of science, as well as the types of interactivity that these activities provide. In this article I start from my experiences as a teacher and researcher of basic education and as a trainer of teachers of natural sciences.

Keywords

Keywords, Science education, Inquiry activities, Nature of science.