Abstract

This article aims to contribute to the spreading of the main characteristics of the socio-critical paradigm and its application in environmental education and science teaching research. The article is the result of a documentary research, based on updated information and research carried out within this paradigm. From what can be inferred we can point out that it is possible to know and understand reality as a praxis; orient knowledge towards social freedom and empowerment and involve the participants in the adoption of consensual decisions for a transformation from within, all of which are important characteristics of the paradigm studies, Habermas (1994). The research in environmental education and the teaching of science based on this paradigm evidences the improvement in the quality of life by means of social empowerment, and have made the transformation of teaching styles possible.

Keywords

Socio-critical paradigm, Environmental Education research, Science teaching, Social empowerment, Quality of life.