

ABSTRACT

The Impact of a Nature of Science Teaching Intervention on Students' Views and Interest in Science

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This qualitative study sought to discover the impact, if any, of an explicit Nature of Science (NOS) teaching intervention on six Standard 4 students' views and interest in science at a suburban primary school in East Trinidad. Data were collected through pre- and post-instruction questionnaires and interviews. The study revealed that the NOS teaching intervention produced, for the most part, varying changes in the students' views and interest in science. However, it was noted that most students retained their stereotypical images of scientists. Overall, though, it was found that the teaching intervention had a positive impact on the students, as most students demonstrated positive qualitative changes in their views and interest in science, while one student experienced a significant positive change.

Keywords: Nature of Science; Science education; Primary school science; Student attitudes; Science teachers; Primary school students; Intervention programmes; Trinidad and Tobago