

## ABSTRACT

### **Investigating the Impact of an Explicit/Reflective Approach to Teaching the Nature of Science (Schwartz and Lederman, 2002) on Teachers' Beliefs About Science and Their Teaching of Science**

*Clayton Manick*

This study sought to investigate the impact of an explicit/reflective approach to teaching the Nature of Science on teachers' beliefs. Data were collected through interviews held with two Standard 2 teachers at an urban school in the St. George East Education District, as well as through observations and document analysis. The research revealed that prior to the intervention, both teachers viewed science as a way of knowing, and believed that scientific knowledge is based on evidence and observation. They also seemed to be of the view that science is tentative in nature and that there is no universal approach to doing science. The findings indicated that the intervention appeared to have had a positive impact on some of the views held by the teachers.

**Keywords:** Nature of Science; Science education; Teacher attitudes; Perceptions; Teaching methods; Primary school teachers; Trinidad and Tobago