



Statements on school science

1. The teacher's view of science influences his/her teaching.
2. The science teacher needs to be more aware of what he/she thinks about science and how it influences his/her teaching as well as to know what science represents for the students and for the people from the community.
3. In my class as I teach, students learn how science is a part of their in- and outside-of-school lives.
4. It is important that students make connections between science learned in school and everyday life.
5. As students interact with different knowledge in their everyday lives, it is vital to develop school experiences that bring the community's understandings to classroom.
6. The students' cultures are not usually explored in my classes.
7. There is knowledge related to science in my local community, but I have no idea about how to insert them in my classes.
8. The inclusion of local cultural knowledge in the classroom may not occur divorced from its historical, social and cultural contexts of development.
9. A way to understand science better is to study it locally.
10. In general, the science curricula are little or no sensitive to local cultures.
11. It is required enormous effort to relate different knowledges and languages in the classroom.

12. The students have difficulties with the language of science.

13. Most students distort or prevent the appropriation of scientific knowledge because it is taught authoritatively and this conflicts with cultural forces that challenge its image and presence.

14. By conferring exclusivity to science knowledge and language in classrooms, the teacher compromises his own teaching creating a subversive response of most students.

15. Learning another culture's way of thinking about natural phenomena can empower people by providing them with a new way of thinking.

16. Cultural assimilation can oppress people by marginalizing or dominating their ideas.

17. Science concepts taught in school reflect the dominant culture in my immediate community.

18. School science imposes a foreign set of cultural values on students.

19. The science concepts taught in school science have no meaningful use beyond passing examinations.

20. The primary responsibility of a science teacher is to prepare students for postsecondary studies.

21. The primary responsibility of a science teacher is to empower students to think for themselves, thereby emancipating them from a dependency on experts and other authority.

22. For many students learning science is like going into a foreign culture.

23. Students' belief in everyday common knowledge inhibits their learning science.

24. Teachers tend to do not include local knowledge in their classes because they were taught to teach only the scientific knowledge.

25. As teachers consider science as universal, they tend to overlook or treat local cultures superficially.

26. The science teacher has no support materials to develop an education that integrates local cultural knowledge from community in classes.

27. The science teacher usually has no scientific knowledge on local cultural knowledge.

28. In general, the science teacher do not know the local cultures in detail or deeply.

29. To include the community's knowledge on classes the teachers need to know the correlated scientific knowledge.

30. To deal with different ways of knowing in classes it is essential that science teachers have knowledge about the nature of science.

31. In the encounter with other ways of knowing it is possible to realize what is unique in science, what it has that other domains do not.

32. Among competitive ways of knowing, the teacher must know to discriminate the best thinking for each situation.

33. Teachers will prevent the inclusion of community's knowledge in their classes, as they will have to acquire specific scientific knowledge, deepen details of community's knowledge, investigate its historical and socio-cultural contexts and change the way they teach.

34. Local culture knowledge can act as resources for scientific concepts learning.

35. Local culture knowledge can act as resources for the nature of science comprehension.

36. Science is not properly represented in classes. The view acquired by students is superficial or distorted regarding what science actually is.

37. Any study or research on the community's knowledge should be carried out in other disciplines - it is not proper to develop it in science classes or, at most, it must be done out of classes.

38. Students will feel more motivated, comfortable and interested if their science classes involve the community's knowledge.

39. The insertion of local cultures in science classes increases the students' self-esteem.

40. Most students do not have extensive knowledge about the relationship that science has with their everyday and community's lives.

41. The adequate insertion of local knowledge in science classes requires the support of researchers/experts on the theme.

42. Science teachers are not prepared to teach using resources of local communities.

43. The inclusion of local knowledge cultures in science classrooms requires a bicultural perspective and, in some cases, bilingualism.

44. The teaching of science often involves simplification of difficult ideas, but if this happens regarding local cultures, we run the risk of presenting distorted views or caricatures of this reality.

45. Research involving the inclusion of local cultural knowledge in classrooms is important to understand its real benefits for students and science education.

46. Science education can play an important role in the development and improvement of life's quality of local communities.
