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Educators, including popular science representatives, need to demonstrate the appropriate knowledge required to promote strategies to improve science education. Rethinking science education involves at the most basic level acknowledging the broad nature of science, promoting the message that science is hard but learnable, identifying and accepting the limitations of science, and understanding science is

about more than just retrieving scientific facts from memory.

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In Seven complex lessons in education for the future, the author, Edgard Morin, rethinks fundamental problems overlooked or neglected in education, and presents them as "seven complex lessons" that should be covered in an education of the future in all societies in every culture, according to means and rules appropriate to each. The report aimed to stimulate discussion on how education can and should act as a force for the future and promote a transdisciplinary perspective to meet the great ...

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After providing a definition of the nature of science (NOS) for science education, we argue that a pragmatic consensus exists regarding NOS topics most important for a scientifically literate society. Hence, NOS instruction should take a more prominent role in the science curriculum. While the relationship between a teacher's NOS knowledge and their pedagogical decision-making is not straight ...

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