

Educational methodologies from the knowledge theory of Maturana and Varela for teaching natural science

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Objective

Analyze the possibilities offered by Maturana and Varela's theory of knowledge for the development of educational methodologies in the teaching of natural sciences.



Methodology

The socio-critical paradigm and participatory action research were employed, conducted with 5th-year students in the three subjects, collecting data from 12 teachers and students.

Results

The methodology based on the theory of knowledge positively impacts students' performance and motivation.



Conclusion

The information obtained guides transformations in educational practices, revitalizing the teaching of natural sciences and strengthening student engagement in these disciplines.