

Abstract: The article shows that it is possible and necessary to develop scientific literacy by integrating formal with non-formal education. It is argued that the idea of scientific literacy is directly linked to the Science, Technology and Society approach to science education. The meanings of scientific literacy and CTS are reviewed and the importance of including narrative, myth, science and technology in science education defended. It is also reported the results of a survey conducted with different members of the public of Museu de Astronomia e Ciências Afins in Rio de Janeiro (108 teachers attending a course, 18 participants a seminar plus groups of visiting students). The survey shows, on the one hand, the possibilities seen by teachers on choosing to teach science through a CTS perspective. On the other hand, it shows the incoherence that emerges when certain academic topics are explored when students visit a science museum.

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