## INDEX

TT.	DEA	
LIST	OF ACRONYMS	01
LIST	OF FIGURES AND TABLES	01
	MARY	02
ZUS	AMMENFASSUNG	00
	INTRODUCCIÓN	1
	What is a culturally diverse science classroom?	11
	Didactic decisions and teaching practices in multicultural contexts	12
1.3.	What is epistemological inclusion?, What can characterize an	12
	epistemologically inclusive teaching practice?	12
1.4.	Teachers recognize diversity, but do not always know how to bring into	12
- • • •	practice an epistemologically inclusive relationship	13
1.5.	State of the Art	14
	Contributions at the pedagogical level	14
	Contributions to the didactic level of science (cognitive approach)	15
	Contributions to the didactic level of science (epistemological approach)	15
	Objectives and research question	19
	General aim	19
	Specific aims	19
	Guiding questions	20
2.	THEORETICAL FRAMEWORK	21
	Intercultural Teaching Practices for Science Education – ITPSE	21
	Epistemological Bridge and the inclusive decision-making	21
	Principle of epistemological independence –EI-	24
	Principle of epistemological similarity –SE:	26
	Explanations from the EB as students' learning product	28
	Expressing the Epistemological Bridge as Teaching Practices	29
3.	METHODOLOGY	31
	Design-Based Research (DBR) as a construction process of knowledge	31
	Units of analysis or constructs to study	32
	Version of Epistemological Bridge implemented by teachers	32
	Teacher's reflection on the practice and feedback on the ITPSE	33
	Observation unit that provides the evidence on the design	34
	Data or information units	34
	Information analysis	35
	A priori category system for deductive analysis	35
	Identification of emerging trends for inductive analysis	37
	Description of the analysis units	38
3.6.	Structure of each construction cycle	38
4.	RESULTS AND ANALYSIS BY CONSTRUCTION CYCLE	39
4.1.	Cycle 1	39
4.1.1.	Observation unit that provide evidence on the design cycle 1	39
4.1.2.	Methodology cycle 1	40
4.1.3.	Content analysis guided by a priori categories and emergence of trends.	43
4.1.4.	Analysis unit 'version of EB implemented by the teacher'	44
4.1.5.	Analysis unit 'teacher reflection on his practice and feedback on the ITPSE'	47
4.1.6.	Discussion. Towards a possible re-design	48
4.2.	Cycle 2	49
421	Observation unit that provides the evidence on the design	49



4.2.2. Methodology Cycle 2	50
4.2.3. Content analysis guided by a priori categories and emergence of trends	53
4.2.4. Analysis unit 'version of the EB enacted by the teacher'	55
4.2.5. Analysis unit 'teacher reflection on her practice and feedback on the ITPSE'	58
4.2.6. Discussion and re-design of the ITPSE	59
4.3. Cycle 3	61
4.3.1. Observation unit that provide evidence on the design	61
4.3.2. Methodology	62
4.3.3. Content analysis guided by a priori categories and emergence of trends	66
4.3.4. Analysis unit 'version of the EB enacted by the teacher'	67
4.3.5. Analysis unit 'teacher reflection on her practice and feedback on the ITPSE'	72
4.3.6. Discussion. Towards a possible re-design of the ITPSE.	73
4.4. Emerging Case Theory	75
4.4.1. Regularity 1	75
4.4.2. Regularity 2	76
5. SYNTHESIS OF THE DESIGN TRAJECTORY	78
6. CONCLUSIONS	80
6.1. Educational theories used for the final design	80
6.2. Final design propositions	80
6.2.1. General design propositions	80
6.2.2. Specific design propositions in science education	81
6.2.3. Specific design propositions from the EB	81
6.2.4. Specific design propositions derived from the emerging theory	81
6.3. Final ITPSE design	82
6.3.1. ITPSE of planning. Building the epistemological bridge:	82
6.3.2. ITPSE of enactment. Teaching to produce explanations from the EB	82
6.4. Objective fulfillment and answer to questions	83
6.4.1. General aim and general question	83
6.4.2. Specific aim 1 and specific question 1	83
<ul><li>6.4.3. Specific aim 2 and specific question 2</li><li>6.4.4. Specific aim 3 and specific question 3</li></ul>	83 84
6.4.5. Specific aim 4 and specific question 4	84
6.4.6. Specific aim 5 and specific question 5	85
7. LIMITATIONS, OPPORTUNITIES AND PERSPECTIVES	86
7.1. Consideration of traditional pedagogies and didactics	86
7.2. Criticisms of cultural pluralism (epistemological)	86
7.3. Critics to interculturality	87
7.4. ITPSE to build the core ideas	87
REFERENCES	89
APPENDIX	101
Appendix 1. Planning tool.	101
Appendix 2. Explanations tool	104
LIST OF PUBLICATIONS DERIVED FROM THE DISSERTATION	106
CURRÍCULUM VITAE	107