





# From consuming to experiencing science: a new approach of the Physics and Chemistry classroom

**Abstract** • This article presents some of Jordi Domènech's contributions to the teaching of Physics and Chemistry. We highlight the way in which his projects represent an authentic problematization and give importance to scientific processes, as well as the value he has given to the language as a necessary tool for science learning. Throughout the article, we reflect on the inheritance he has left on many teachers, both for his contributions and for the way he has made them available to everyone.

**Keywords** • Jordi Domènech; Physics and Chemistry; Scientific processes; text genres

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