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	School Students' Argumentation on Energy Production and Consumption -- Chapter 8. Argumentation by secondary school students in an inquiry about yogurt consumption -- Chapter 9. Enhancing Argumentation in Teacher Training through Debates within the Context of Formative Research in Uruguay.
Sommario/riassunto	This edited volume explores the challenge of fostering critical thinking (CT) skills in science education, presenting the ENCIC-CT model as a framework for development. Named after the Science Education and Competences (Enseñanza de las Ciencias y Competencias, ENCIC) research group at the University of Malaga, Spain, this model emphasizes cultivating CT through socio-scientific issues and daily-life problems. It includes three key domains: knowledge, skills, and dispositions, each encompassing various dimensions addressed through scientific practices like argumentation, inquiry, and modeling. Teaching strategies such as gamification, role-playing, micro-debates, augmented reality, controversy mapping, and digital storytelling are highlighted. Spanning theoretical perspectives and practical experiences from early childhood to higher education, this book consolidates findings from the Spanish R&D project, “Citizens with Critical Thinking: A Challenge for Teachers in Science Education.” It is an essential resource for educators, researchers, and practitioners, offering valuable insights and practical applications for all educational levels. .