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The impact of community engagement initiative at Soweto Science Centre of the University of Johannesburg in addressing the subject knowledge deficiency of learners in the Further Education and Training band

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Abstract content (Max 300 words)
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One of the community engagement initiatives of the University of Johannesburg is championed through tutoring programme for learners in the Further Education and Training (FET) band providing contact sessions on Fridays and Saturdays at its Soweto Science Centre. This flagship program is attended weekly by over 1000 Grade 10, 11 and 12 learners coming from schools in and around Soweto Township. Prior to the commencement of coaching of these FET learners, their pre-entry characteristics in terms of topics taught at school is investigated through carefully structured knowledge, synthesis and application-type questions. The learners' knowledge in topics such as vectors, equations of motion and energy presumably taught at school in Grade 10 was assessed by means of a diagnostic test. The results indicate an alarming revelation of the minimal physics content taught at school and the competency of the FET teachers in the Physics content thereof. This revelation is consistent with well-documented subject knowledge deficiencies prevailing amongst Physical Sciences teachers.

Apply to be considered for a student award (Yes / No)?

No

Level for award (Hons, MSc, PhD)?

N/A

Would you like to submit a short paper for the Conference Proceedings (Yes / No)?

Yes

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