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Exploring teachers' baseline knowledge of mechanics

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Mechanics is a vast conceptual area in introductory Physics at university and also at the high school level. Research on conceptual understanding shows that this is an area that is characterised by a myriad of alternative conceptions. Adequate conceptual foundation in mechanics is central to meaningful understanding of various knowledge areas in Physics as an intellectually stimulating discipline. In this regard, a diagnostic questionnaire was administered to teachers enrolled for a Short Learning Programme at a university to establish their baseline knowledge of mechanics. The findings of this research revealed teachers' knowledge gaps and conceptual inadequacies associated with mechanics. The implications for teacher professional development are discussed.

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Level for award (Hons, MSc, PhD, N/A)?

N/A

Main supervisor (name and email) and his / her institution

N/A

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