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University physics students' perceptions of teaching methods

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Maximization of students' academic experience through meaningful pedagogic tasks is central to the improvement of instruction in various instructional settings. The effectiveness of various teaching methods through which instruction is provided remains a key imperative for the realization of meaningful student academic performance. As part of this inquiry, physics students' perceptions of various teaching methods were established through the administration of a survey questionnaire after which interviews were conducted to corroborate the views expressed. Responses to the questionnaire appeared to gravitate towards the lecture method and group discussion as preferred instructional methods. Implications for the improvement of instruction are discussed.

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