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The pedagogical orientation of 4th year BEd students in teaching physics

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Abstract content ** ** (Max 300 words) **
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This study investigated the pedagogical orientations of 4th year BEd students at a South African university using the Pedagogy of Science Teaching Test (POSTT) consisting of teaching scenario-based items. Effective science teaching requires integration of various types of knowledge which include knowledge of content, pedagogies, science teaching methods, inquiry, and application of these types of knowledge to teaching specific topics to specific groups of learners. Any formal assessment of teachers' science pedagogical orientations should ideally reflect various types of knowledge and their application to teaching specific topics. Teaching practices cover a wide spectrum of pedagogical orientations ranging from didactic exposition to open inquiry learning. For our purposes we considered four main orientations in the form of Didactic Direct, Active Direct, Guided Inquiry, and Open Inquiry. Analysis of data revealed that students straddle between active direct and guided inquiry orientations in the teaching of physics.

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