



Contribution ID: 178

Type: Oral Presentation

Perceptions of preservice teachers on the impact of the use of media in the teaching and learning of Physical Science in schools

Thursday, 11 July 2019 12:00 (20 minutes)

Teaching and learning media is one form of teaching strategies also known as instructional media. Instructional media influence and affect the way and how physical science is taught in schools. This survey study was conducted with pre-service teachers to investigate their perception on the impact of instructional media in the teaching and learning of physical science in schools. The participants were tasked to use teaching and media strategy during their practice teaching period in schools and make observation on that. They were then asked to deliberate, on their return back to campus, what effect it had in their teaching of the subject or subject content or topics. Initially they had mixed feeling about the concept but finally they saw and agreed on its benefits after learning of how a constructivist approach enhance learners' understanding of the concept. Though some say it consumed too much time of the lesson as learners tend to get excited and give their own views and argue about them, it is good approach to build on to what the learners already know and diffuse their misconceptions and myths about the topic of the day. they also agreed that it applies in almost all the physical science topics. The approach just needed a teacher-controlled environment to direct and limit the learners' response without degrading them or depriving or suppressing them of their opinions. Consequently, they agreed that learners learn best when they are actively involved with the teacher facilitating the learning and explaining the science concepts' meaning and laws to arrive to the point or support their responses and allay their misconceptions. That means the teaching will be learner-centered and it helps the learner enjoy the lesson, understand concepts better and be interested in the subject and subject fields and careers.

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

Yes

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

PhD

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Session Classification: Physics Education

Track Classification: Track E - Physics Education