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## First year university physics students' perceptions of the teaching-learning environment: In search of a coherent pedagogic learning orientation

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**Abstract content**   
 (Max 300 words)   
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Classroom inquiry and reflective activities are central to the improvement of the effectiveness of teaching practices. To this end, the investigation of aspects of teaching and learning in various educational settings is of paramount significance in order to provide insightful elucidation into the nature of teaching-learning environments. As part of this inquiry, the Experiences of Teaching and Learning Questionnaire was administered to first year university physics students at the University of Johannesburg in a bid to unearth their perceptions of the teaching-learning environment using the Teaching and Learning Research Programme's framework for analysis as the underlying conceptual framework. The Experiences of Teaching and Learning Questionnaire has been produced under the auspices of the Enhancing Teaching-Learning Environments in Undergraduate Courses Project in the United Kingdom. Critical interrogation of responses provided valuable insights into students' perceived nature of the teaching-learning environment forming an integral part of their academic training. In particular, students' pedagogic learning orientation appeared to hinge on the approaches they use as well as the extent to which they are well-organised in their study methods, use their time efficiently, and put concentrated effort into their work.

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

No

**Level for award (Hons, MSc, PhD)?**

N/A

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

N/A

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

Yes

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