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First year university physics students' perceptions of instructional methods

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Students' academic experiences can be maximized through meaningful pedagogic tasks that are central to the improvement of instruction in various educational settings. The effectiveness of various teaching methods 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 uncovered 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.

Primary authors: Dr REDDY, Leelakrishna (University of Johannesburg); Dr RAMAILA, Sam (University of Johannesburg)

Presenter: Dr REDDY, Leelakrishna (University of Johannesburg)

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