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An Alternate Approach to Execution of Second Year Thermodynamics

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The first and most important question with regards to any educational activity: 'What is the purpose of this activity?'. The simple answer to this to this question, in the terms of Physics education in South Africa, is the to develop the skills highlighted in the SAIP Draft Benchmark Statement. The second question is then: 'How do you best develop these skills?'. The purpose of this paper is to discuss an alternate, student-centric, self-directed, approach to the execution of a second year Thermodynamics course. The approach focusses on the benefit of the cooperation between the practical course and the theoretical course. The goal of such an approach is to not only ensure the development of the skills required from the course but to develop the individual student's abilities within a scientific context.

Keywords: SAIP Draft Benchmark Statement, student-centric, self-directed

Apply to be
 considered for a student
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Yes

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

PhD

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