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RETOOLING PHYSICS INSTRUCTION THROUGH CONTEXT-BASED STRATEGY

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Physics is a science subject that has attracted the attention of researchers over the years due to low enrolment and poor achievement of students in the subject. One of the major focuses of Government reform in science education is amending the curriculum from teacher-centred to student-centred curriculum and life-long learning. This is done for students to be able to relate what is learnt in the classroom to real life situation in order to make science most especially physics more relevant to students' lives. This will enable students to develop thinking skills by connecting physics concept to real life situation in the society. This paper examined the perception of students in learning physics concepts through related encounters with real life situations, living styles and day to day activities. The population of the study comprised of students and community members of Ifelodun Local Government Area in Kwara State. Data were collected both in the classroom setting and among community members where students are living using questionnaire and oral interview. Findings from the study showed that students were not able to connect what they learnt from the classroom to their day to day activities and real life situation. Also, it was discovered that physics concepts were used everyday in their activities but little could they explain the concepts. It was recommended that synergy should exist between the curriculum in schools and the culture of the society for better understanding of physics and for technological development of the society.

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

NO

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

N/A

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