

Contribution ID: 137

Type: **Presentations in Hanoi**

## **Pedagogical beliefs of South African physics teachers for inquiry approaches**

*Thursday 16 December 2021 07:40 (20 minutes)*

This study investigated the relationship between the pedagogical beliefs of South African physics teachers and their preferred instructional approaches to inquiry. A key curriculum goal in school science education in many countries is inquiry-based learning. The results of a quantitative survey that was administered to 163 teachers revealed there was an association between the pedagogical beliefs of teachers and their preferred instruction approaches. With regards to teachers who perceived themselves as having constructivist pedagogical beliefs, there was a strong positive association between such beliefs and their preference for guided inquiry and open inquiry.

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**Session Classification:** Parallel 9 - Hanoi

**Track Classification:** 9. Initial teacher education, teacher professional development and Technological Pedagogical Content Knowledge