



Contribution ID: 211

Type: **Oral presentations**

## **Challenges of Pre-service Physics Teachers in Implementing Authentic Argument Driven Inquiry (AADI): A Three-Phase Study**

*Tuesday 27 August 2024 10:50 (20 minutes)*

The researchers designed and implemented Authentic Argument Driven Inquiry (AADI) activities in an undergraduate elective course to reveal challenges faced by pre-service physics teachers (PPTs) in AADI activities. The course was structured into three phases: learning, preparation, and teaching. This study specifically focused on three PPTs with the lowest performance, out of ten taking the course. Data sources included video recordings of the class sessions and interviews with the participants, materials of the course, and reflection papers. Data analysis revealed that challenges differed for each PPT across phases and activities due to the content-dependent nature of the relevant skills involved.

### **How would you like to present your contribution?**

Live in Kraków (time slot to be allotted based on the programme)

### **Target education level**

University

### **Category**

Formal Education

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**Session Classification:** Oral presentations

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