



Contribution ID: 53

Type: **Oral presentations**

How experienced faculty change their teaching practices to fit into reformed courses

Monday 26 August 2024 17:10 (20 minutes)

The University of Ljubljana, Faculty of Mathematics and Physics is reforming its Applied Physics study program following the Investigative Science Learning Environment methodology. The reformed courses are conducted by teachers who did not have previous experience in teaching reformed courses. They were prepared for the task by receiving a short training in ISLE methodology and by continuous professional development practices during the semester. We report what aspects of teaching through the ISLE approach turned out to be most challenging to develop, what factors seemed to affect these difficulties, and what training practices were recognized as most helpful.

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

Track Classification: Physics Teacher Education and Professional Learning