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Middle and high schools' teachers insights on Physics Education Curricula

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Abstract

In the curriculum of pre-university education for the subject of physics, the number of weekly hours in each class, the topics for each subject (determined in percentage) and the subtopics for each topic are pre-determined. Teachers throughout Albania are based on the curriculum when designing the annual and quarterly lesson plan. A stronger foundation in physics can better prepare students for advanced courses in science, technology, engineering, and mathematics (STEM). Teachers, in lower secondary education and higher secondary education, from all over Albania were asked through an online questionnaire if they have any suggestions to improve the quality of teaching in the subject of physics and the hours/week that they think should be taught. They can provide first hand insights on what's working and what isn't. Surveys can help identify areas where students may struggle or where content is lacking. Involving teachers in the curriculum evaluation process can increase their investment and ownership in the curriculum. More instructional time can help students develop critical thinking and problem-solving skills through practice and exploration. Learning responses are influenced by personal experience, access to resources to develop quality lessons, personal professional development and considering the needs of the community.

Keywords: Education, Curriculum, Hours/week, Albania, Pre-University Education.

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