

Analysis of Learning Difficulties among Preservice Students towards Science Education

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Abstract : This study investigated several learning difficulties that affected the classroom learning experience of preservice students who are studying general science and methods of teaching science students at Faculty of Educational Studies at the Arab Open University (AOU) in Amman, Jordan. The focus questions for this study were to find answers for the following: 1. What are the main areas of learning difficulty among preservice students towards science education? 2. What are the main aspects of reducing obstacles towards success in science education? To achieve this goal, the researcher prepared a questionnaire which included 30 items to point out the learning difficulties among preservice students towards science education. The questionnaire was distributed among students enrolled in the general science courses 1&2 and methods of teaching science courses at the beginning of the spring semester of year (2013-2014). After collecting the filled questionnaire a descriptive statistical analysis was carried out (means and standard deviation) for the items of the questionnaire. After analyzing the data statistically our findings showed that student control-factors as well as course controlled factor, factors related to the nature of science, and factors related to the role of instructor affected student success toward science education. The study was concluded with a number of recommendations.

Keywords : nature of science, preservice teachers, science education, learning difficulties

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