

An Investigation on Physics Teachers' Views Towards Context Based Learning Approach

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Abstract : The purpose of this study was to determine the views of physics teachers from several secondary schools in Turkey towards context-based learning approach. In the study, the context-based learning opinion questionnaire developed by the researchers for use as the data collection tool was piloted with 250 physics teachers. The questionnaire examined by the researchers and field experts was initially made up of 53 items. Following the evaluation process of the questionnaire, it included 37 items. In this way, the reliability and validity process of the measurement tool was completed. In the end, the finalized questionnaire was applied to 144 physics teachers from several secondary schools in different cities in Turkey (F:73, M:71). In the study, the participants were determined based on ease of reaching them. The results revealed no remarkable difference between the views of the physics teachers with respect to their gender, region and school. However, when the items in the questionnaire were considered, it was found that the participants interestingly agreed on some of the choices in the items. Depending on this, it was found that there were high levels of differences between the frequencies of those who agreed and those who disagreed with the 16 items in the questionnaire. Therefore, as the following phase of the present study, further research has been planned using the same questions. Based on these questions, which received opposite responses, physics teachers will be asked for their views about the results of the study using the interview technique, one of qualitative research techniques. In this way, the results will be evaluated both by the researchers and by the participants, and the problems and difficulties will be determined. As a result, related suggestions can be put forward.

Keywords : context bases learning, physics teachers, views

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