

Pre-Service Science Teachers' Attitudes about Teaching Science Courses at the Faculty of Education, Lebanese University: An Exploratory Case Study

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Abstract : The research study explored pre-service teachers' attitudes towards 6 courses taught in 3rd till 6th semesters at the Faculty of Education, Lebanese University, during the academic year 2015-2016. They assessed science teaching courses that are essential for teacher preparation for Science at the primary and elementary level. These courses were: Action Research I and II in Teaching Science, New trends in Teaching Science, Teaching Science I and II for the elementary level and Teaching Science for Early Childhood Education. Qualitative and Quantitative Data were gathered from a) a survey questionnaire consisting of 23 closed-ended items; some were of Likert scale type, that aimed at collecting students' opinions on courses, in terms of teaching, assessment and class interaction (N=102 respondents) and b) a second questionnaire of 10 questions was disseminated on a sample of 39 students in their last semester in science and Mathematics, in order to know more about students' skills gained, suggestions for new courses and improvement. Students were satisfied with science teaching courses and they have admitted that they gained a good pedagogical content knowledge, such as, lesson planning, students' misconceptions, and use of various teaching and assessment strategies.

Keywords : assessment in higher education, LMD program, pre-service teachers' attitudes, pre-PCK skills

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