Voices of science teachers and learners about SASOL SciFEST: From “spectators” to players in science communication

By

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OVERVIEW

- Introduction
- Research context
- Goals of research
- Methodology
- Research findings
- Rethinking and reflections
INTRODUCTION

- Formal and informal science education
- Curriculum transformation in S.A.
- Public understanding of science – schools and the SASOL SciFEST
RESEARCH CONTEXT

- Khula Project Learners from Secondary Schools in Grahamstown
- Collaboration – Education Department, Rhodes University
- From “spectators” to players
GOALS OF RESEARCH

- Active participation in the public communication of science
- Teachers’; learners’ and visitors’ experiences about the SASOL SciFEST
METHODOLOGY

- Qualitative case study research
- Data collection instruments
- Data analysis
GAME PLAN
FIRST GAME

★ Learners’ experiences at the SASOL SciFEST
SECOND GAME

● Learners’ experiences of the SASOL SciFEST
THIRD GAME

- Learners’ experiences of the SASOL SciFEST
KEY FINDINGS

- Value of teacher and learner involvement in the SASOL SciFEST
- Teacher and learner perceptions of the SASOL SciFEST
- Visitors’ perceptions of the SASOL SciFEST
- Impact on school science curriculum
- Putting science in market stalls
RETHINKING SASOL SciFEST

- Areas of further research
- Involvement of teachers and learners
- Funding of participants
- Recognition of indigenous knowledge in science
REFLECTIONS