



Reflections of Practice Teaching Experience of Postgraduate Certificate in Education (PGCE) Students in Physical Science

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ABSTRACT Teacher students have mixed feelings when they have to enter the classroom for the first time to do their teaching practice. They have to showcase teaching methodologies except the content knowledge. This paper reports on the experiences of 38 Postgraduate Certificate in Education (PGCE) students at Central University of Technology, Free State (CUT) from 2011 to 2014. Study investigated how much can first-time student teachers can they adapt to teaching and its methodologies. The data was obtained through reporting by students on their return from teaching practice based on a set of open-ended questions. They had to share their experience with fellow students in the methodology class. Their responses and advices to one another showed significant baseline for teaching practices especially for the first time and what makes a good science teacher. The statistical analysis of their responses indicated that there are serious gaps between normal teaching and thinking what teaching is about. Based on these, the paper came up with possible intervention strategies to overcome these problems and enhance teaching practice for first-time student teachers.