



ENCOURAGING SCIENCE CORNERS FROM THE PRIMARY EDUCATION PRE-SERVICE TEACHERS

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Objective

To know how pre-service teachers design and improve science corners

Context

58 Pre-service Primary Education teachers (85.0 % women, 15.0 % men) in subject of Science Education at the University of Málaga (Spain).

Activity

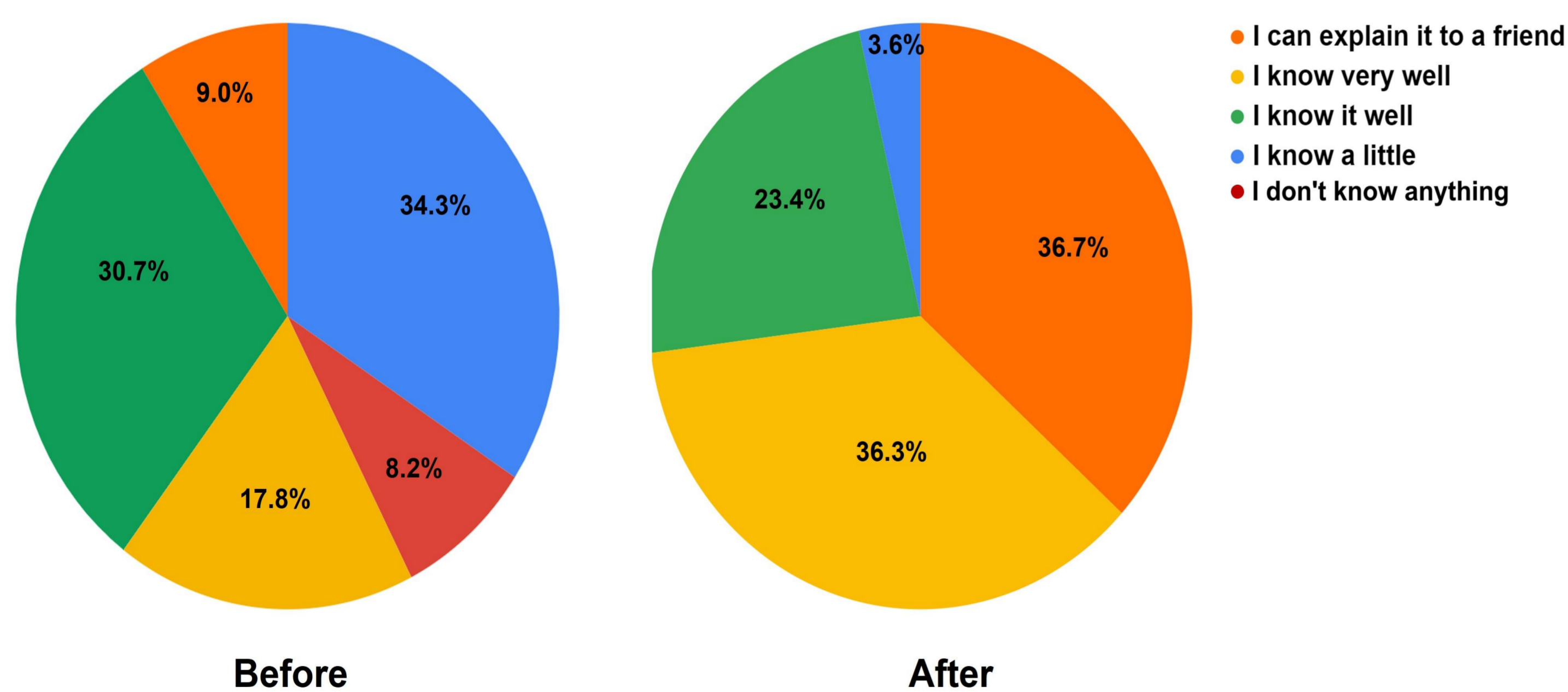
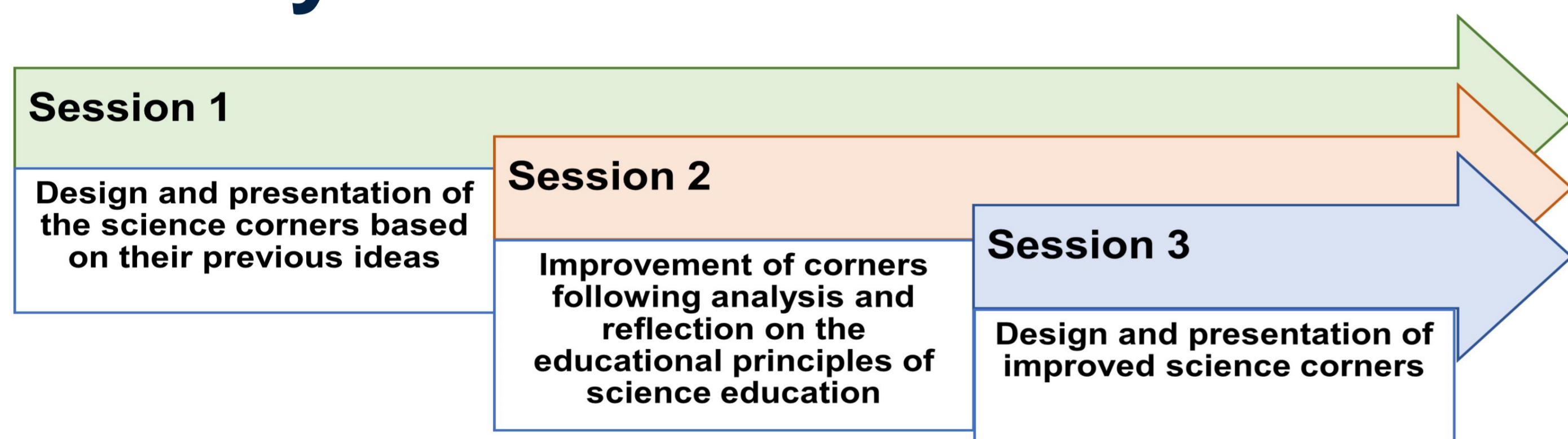


Figure 1. Before and after knowledge perceptions

Findings

- Initially, the activities in the science corners were deeply related to a traditional method. The final situation presented much-improved corners with the participants were the protagonists of driving their learning.
- Initially, most seem to know little, and, finally, they expressed much scientific knowledge (fig. 1).
- Initially, most participants felt mainly interested (35.5%) and concentrated (23.0%) in participating in the corners. Finally, they showed a similar interest (29.0%), and they were more satisfied (17.1%) and concentrated (31.4%) (fig. 2).

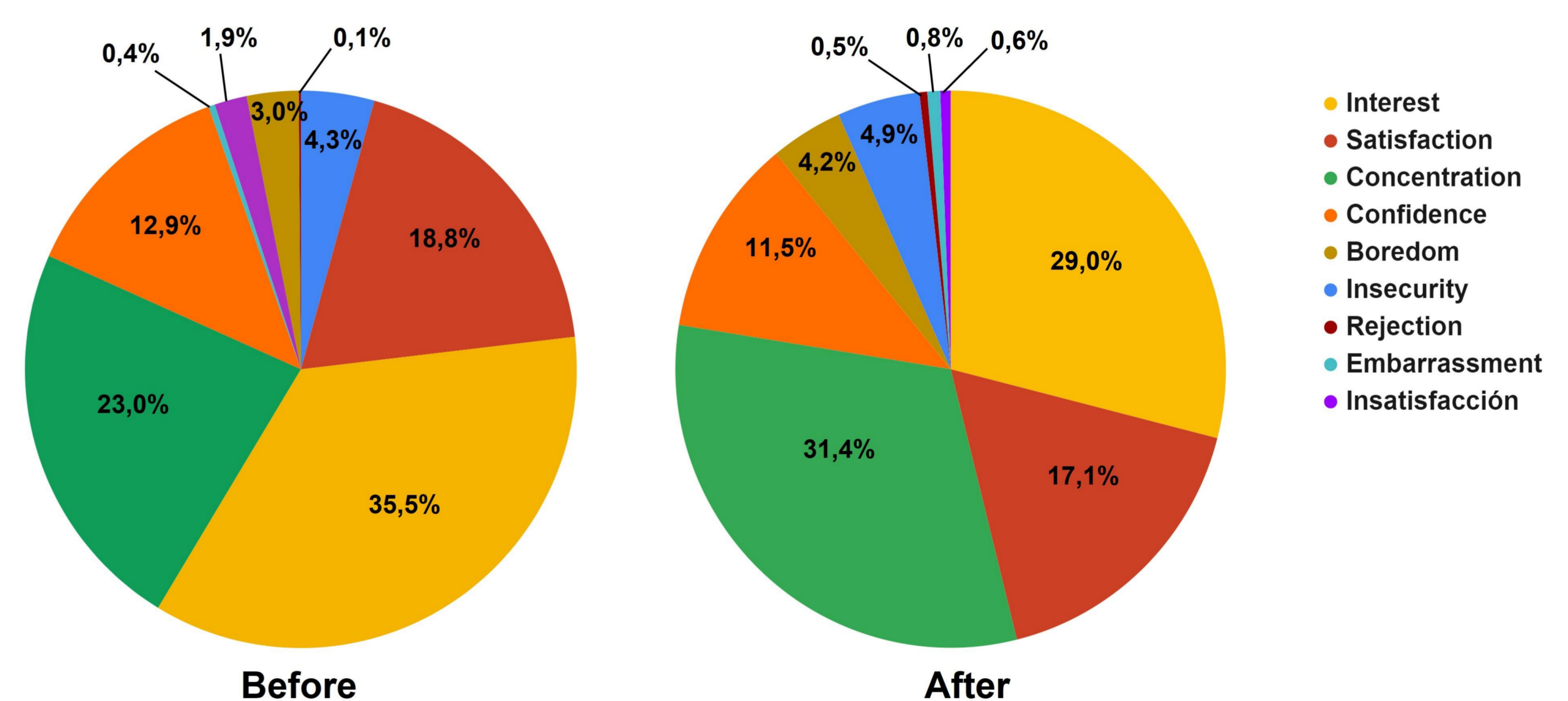
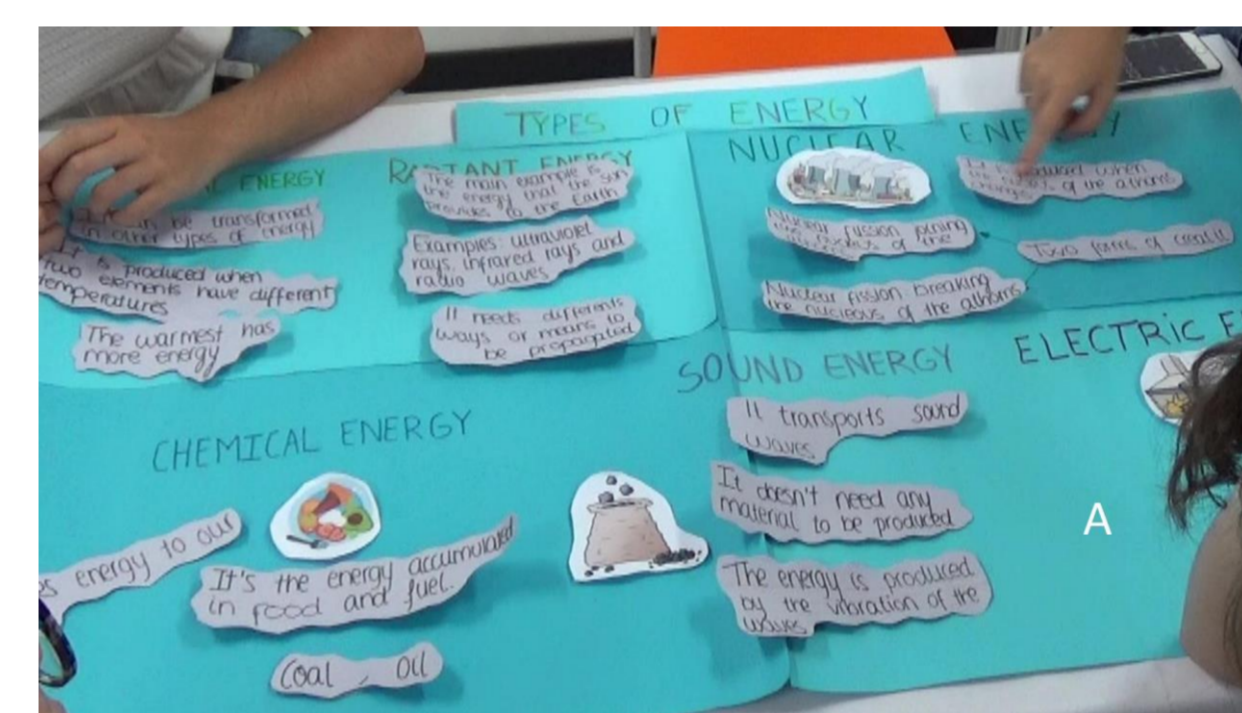


Figure 2. Before and after emotional perceptions

Final Considerations

- Science corners have proved to be very appropriate for learning scientific knowledge.
- The initial insecurity has turned into other positive emotions, such as satisfaction and concentration in teaching and learning science.
- Science corners help future teachers to acquire competences to promote the construction of scientific knowledge, skills and attitudes.

Acknowledgements

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