What do Pre-Service Teachers Think about Science Journals and Journal Writing?

Abstract

The aim of this study was to obtain information on pre-service teachers’ experiences and viewpoints on science journals and journal writing. The current study utilized a qualitative research method, namely phenomenography. The data were collected by conducting face to face semi-structured interviews. The analysis of the verbatim transcripts of pre-service teachers’ interviews was performed with the use of the phenomenographic method. The findings are presented as themes, sub-themes and categories. The participants in the study commented on the content of science journals, usefulness of journal writing in science courses and using science journals in primary education based on their observations during the practical activities at schools.

Keywords: pre-service teachers, science and technology teaching, science journals, journal writing

Introduction

New ways of teaching science require that assessment processes should themselves function as teaching/learning activities. Assessment should also incorporate more than one domain of children's science learning. Using children's journals allows teachers to assess children as they engage in the multiple dimensions of active science learning. These journals enable teachers to assess the domains of conceptual understanding, factual and procedural knowledge, science processes,