Warning

The University (BUSE) has two dates for submission of projects that is end of April of every year and end of September every year. You have to work on every chapter and meet the deadlines as agreed with your supervisor, lecturers will not tolerate lazy students. You have to do your work on the project at each stage conscientiously without fail.

When we allocate you a supervisor, you will have to choose a topic in the area of expertise of the supervisor, eg a lecturer in Sociology your topic should be in sociology of Education.

You need a minimum of six months to do your project. You have to do your work in time, as As I have indicated previously, lecturers have a lot of work to do (teaching, research, marking, students project supervision, meetings, university and community engagement etc), and as a result they will not tolerate lazy students who do not want to do their projects in time. To say the truth, in the last moments towards submission lecturers will not stop their work to just focus on the projects of students who will not have been working in time. The need to do the project in time in six months is not just taking into account your ability but also the supervisors’ workload and time.

Check your registration status before you submit your project!

And if I allocate you another supervisor, you have to ensure that you meet the September submission date!

**Please attend to all the technical issues as indicated below before your email your work to me (each time you do so). Read the document three times checking and making sure that you have done everything correctly.**

1. Your first page must have all the details as it should appear finally, with University name, logo, faculty, your name, registration number, name of supervisor, date you want to submit and title. The first document to be emailed to me must have the cover page as page one, with your full details as shown in the technical document I gave you:

**BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**FACULTY OF SCIENCE EDUCATION**

**DIPLOMA IN SCIENCE EDUCATION** 

**TEACHERS’ VIEWS ON THE DEVELOPMENT OF SCIENCE LEARNERS’ XXXXXXXX SKILLS IN THE TEACHING AND LEARNING OF SCIENCE, A CASE STUDY OF ONE HIGH SCHOOL IN BINDURA.**

**BY**

**MBAVHA ICHAURAWA MANGWANA**

**REGISTRATION NUMBER B333666999**

**SUPERVISOR: DR TABLECHAIR**

**A PROJECT SUBMITTED TO BINDURA UNIVERSITY OF SCIENCE EDUCATION**

**INPARTIAL FUFILLMENT OF THE REQUIREMENT OF THE DIPLOMA IN SCIENCE EDUCATION**

**PROJECT DUE DATE: JULY 4040**

1. The cover page has with it chapters one to three (as the first document to be emailed to me). When I ask you to go ahead and write chapter four or five, you just add the chapter below the marked chapter one to three which you will have corrected. The document at all stages moves as a whole back and forth until you finish writing all the chapters. You do not email to me chapter four or five on its own, it must be a continuation of the chapters already marked. At submission stage the document must come as one document starting with the cover page, to the final chapter followed by references and all attachements! Not as separate pages and documents.
2. After the cover page, Chapter one starts on page 2. (Keep in mind that each chapter must start on a new page, use page break on your computer to separate your chapters in a way which will move their position as you add more text in chapters above or below).
3. After I have finished marking your first cover page and chapters one to three, I will ask you to do the data gathering instrument which I have to mark and validate before you go into the field to collect the data
4. Use appropriate markers, and place all full stops, and such sentence markers in correct places.
5. Headings: Headings must be done using correct and appropriate levels (eg heading level 1, heading level 2, and heading level 3 as assisted by your computer).
6. Spacing: Be consistent with spacing, if you use 1.5 spacing and times New Roman 12 font, the whole document must be the same. (Use HOME on your computer for assistance). Do the same for the whole document from chapter one to five). Use justified text please! On your computer, get to HOME and align to justified text.
7. Sentence formation: All your sentences must be complete, read the whole document and correct! Please use complete sentences only! Read the whole of your document and make sure you work on all sentences which are not complete. A complete sentence has the subject (that which you are talking about) and a predicate (that which you are saying about the subject/predicating). Eg you do not say the dog is. But you say the dog is red or is running. Try and short sentences with the necessary clarity. Where you use a sentence with more than one subject and more than one predicate, make sure that you do not confuse yourself in expression and meaning.
8. Paragraphing: When you start a paragraph, your first sentence is your paragraph maker (introducing the theme or discourse of the paragraph). Make sure all you are placing in that paragraph is related to the paragraph maker, if an idea or sentence does not relate to the paragraph maker, remove or place it in another paragraph where it belongs. In other words your paragraphs are arguments. For you to form a good argument, it must be valid and sound (meaning that the conclusion must follow from the given reasons, and the truth value of the reasons used in that argument must be reasoned out.
9. Again all your paragraphs must be logically presented, (Show the relationship between all the other sentences in a paragraph with the first sentence in the paragraph. Whatever is not related to the first sentence in the paragraph must be removed, if important move it to where it is related and if necessary build another paragraph with similar reasons. Use your logic skills (an argument is that which is valid and sound and the reasons must support the conclusion, meaning all sentences must be related in a paragraph which is arguing for a one specific idea).
10. Check on texts you have used the authors’ work word for word. If you use the author’s work word for word please put in quotation marks to avoid plagiarism, otherwise paraphrase (present the ideas in your own words and then cite the source please). Go through the whole document and check to avoid plagiarism.
11. **Background to the study an example:**

**On the background to the study, we just want to know why you are researching on this problem.**

Eg of someone whose project was focusing on the methods of teaching. In Zimbabwe as in various other African countries, the persistent poor performance of learners in science subjects remains to produce worries. Available evidence (then cite scholars/documents etc to substantiate this claim) indicates that science learners generally do not perform well in the examinations for the past 3/4/5/8/ years as you can argue and show from literature you can present and cite. Teachers are therefore supposed to use learner-centred pedagogical approaches that directly impact on learners’ performance such as those recommended from the philosophy of pragmatism and the development of critical thinking. It is against this background that this study is carried out so as to explore on how teachers’ methods of teaching in school science could be improved, by developing learners critical thinking skills as one way in which learners’ interest in science and performance could be improved. The use of such learner cantered methods of teaching has been found to be one of the ways in which teachers’ methods of teaching could be improved for improving interest in science as well as leaners performance (then cite scholars on this claim and then give details when you come to chapter 2).

Then move on and present i) the major arguments and views about what scholars say about the area you are researching on and what has been said by scholars/found in other researches on the area you are studying. In your analysis of literature you may be assisted by looking at and presenting on: ii) what scholars say about what you are studying, what did they not say that they should have said, from what they have said what did they not say well and how well should they have said if any (research gap). This is just one to two pages (very brief), you will have to revisit these issues in detail in chapter two and give a detailed explanation.

1. **Chapter** **introductions e gs:**

# CHAPTER 1

## 1.1 Introduction to the chapter

This chapter presents the background to the study, statements of the problem, research objectives, research questions, significance of the study, delimitations, limitations, and assumptions, definition of terms as well as summary of the chapter focusing on the integration of Indigenous Knowledge into school science teaching.

Under the section of background to the study, we just want a short presentation (one to three pages) on:

Why you found it necessary to study this chosen topic/area (what is the problem?) see my eg below.

What did leading scholars/researchers say/found out in their studies about the area/topic you are studying?

How you have cleared the variables/other possible courses to the problem.

The considered definition of the term/phrase that is used in the study.

Then revisit these issues now in detail and give us more detail about this in chapter 2.

# CHAPTER 2

# LITERATURE REVIEW

## 2.1 Introduction to the chapter

Chapter two presents a review of related literature. The chapter presents previous research studies carried out in line with the research questions presented in Chapter I. Literature review was done in order to establish what scholars have said about the study and what researchers have revealed with regards the topic under study.

Your Chapter two must now present a review of related literature to the topic. The chapter must present previous research studies carried out in line with the research questions presented in Chapter I. Literature review must be done in order to establish what scholars have said about the study you are doing and what researchers have revealed with regards to the topic under study.

On the definition: Consider: Revisit the background to the study section in chapter one and now give us the details on your major definition and jusify its suitability to your use, what scholars say about what you are studying, etc as lined under the demands of this section.

# CHAPTER 3

# RESEARCH DESIGN AND METHODOLOGY

## 3.1 Introduction to the chapter

Chapter 3 is about the research methodology and other procedures used to collect and analyse data. It describes the research approach and design, followed by the sampling procedure, the development and validation of data collection instruments, and ethical considerations.

## 3.2 Research method and design

The research used a qualitative research approach involving and the case study. (in all cases with the approach, design, sample, and instruments used just tell us what you used in your study and then move on to justify its suitability by citing scholars who support its suitability to be used in the way you have used it).

1. **On data analysis section in chapter three: eg in case studies: “analyzing data through description of the case and themes of the case as well as cross-case themes” Creswell, 2007 page 78.**

So I expect you to follow/carry out your analysis as per the suggested steps below:

a) First step with regards data analysis: put down field notes and transcriptions from interviews, observations, group discussions etc (video-recordings/tape recordings/hand written notes if any depending on the method you have used) on paper.

b). Second step: organize data according to themes (on each research question) for easy access during analysis as you write up the findings. Use pseudonyms to identify participants, as you organize data according to themes.

c) Finally, collapsed the transcriptions for each theme (on each research question) into one narrative form to provide a summary description of each theme. The same two or three of your probing questions should be used to group the emerging evidence of teachers’ views and practices.

d) The researcher should have revisit the participants periodically and follow up on questions asked.

1. **Justifying the suitability of sections in chapter 3:**

In all cases (with the approach, design, sample, and instruments used) i) tell us what you used in your study first and then move on to ii) define what it means based on definitions given by scholars, iii) justify its suitability by citing scholars who support its suitability to be used in the way you have used it.

An example of how data presentation, analysis and discussion is done from a case study:

# CHAPTER FOUR

# DATA PRESENTATION, ANALYSIS AND DISCUSSION

## 4.1 Orientation to the chapter

Chapter four presents the results of this study in line with the study’s research questions. Section 4.2 is aboutxxxxxxxxxx (as per your first research question), section 4.3 is about xxxxxxxxxx (as per your second research question). Finally, section 4.4 is about xxxxxxxxx (as per your third research question that is if you have more than two etc). The researcher will present the data collected xxxxxxx (see your section on data presentation and analysis on this in chapter 3).

## 4.2 Teaching methods used in the class

The first phase of the study focused on research question 1 presented below:

*What are the students’ and teacher’s views on the use of traditional methods of teaching?*

In an attempt to answer this question, interviews and observations were used as data sources in collecting views on the use of traditional methods of teaching. The teachers who were interviewed were eight that is to say four from each school.

Teachers’ voices about their views on traditional methods of teaching are presented below and T1’s voice is representative of their views:

T1 *“We use a variety of teaching methods in the classroom. Different topics in teaching require different methods of teaching. We use the methods suggested by progressivism because they are learner-centred and allow learners to participate. The traditional teaching method is not ideal for the learners as it is teacher-centred. The methods of teaching we use depend on the subject being taught hence we might not use other teaching methods because of the subject areas. Traditional teaching method emphasise memorisation of facts which will not be good for our learners when they get in industries after school so the teaching methods suggested by progressivism are best in that they allow learners to learn by doing.”*

From the interview with the teachers, the researcher noted that the teachers enjoyed using different methods of teaching depending on the subject being taught. The teachers taking the science subjects were comfortable in using all of the teaching methods that were suggested by progressivism. The teachers teaching languages focused mainly on using discovery learning, problem solving and group work. They rarely use the project method when teaching.

The researcher discovered that the teaching methods suggested by progressivism were being used in teaching in the classroom.

Learners’ voices about their views on traditional methods of teaching are presented below, and L23 is representative:

L23 *“We noticed that the teachers use a variety of teaching methods when teaching but we prefer it when we take part in the learning process rather than just sitting waiting to hear what is going to be said next. Memorising facts is not good for us especially with the plenty of subjects that we have. We like it when we are given a task to take care of on our own and when we get to share ideas in groups.”*

### 4.2.1 Observations of the teaching methods used in class by the teacher.

The research question for this section was to find out the views of the teachers and learners on the traditional teaching methods used in the class through observation. The researcher managed to observe six lessons that is to say three from each of the two schools. In four of the lessons the researcher observed science subjects that is to say mathematics, integrated science, agriculture and geography. Two of the classes were form four and the remaining two were form six classes……………………………………………………………..

1. **Cross-referencing in chapter 4:**

In all your discussions we need cross referencing please. Meaning you go back to chapter 2 and describe the findings against what other scholars have said/found in their researches and writings, are your findings adding, deviating, conflicting, etc.

18) Examples on research question.

i) What are the teachers’ views on the development of critical thinking skills in the teaching and learning of science?

ii) How are the teachers currently teaching taking into consideration the demands of the Zimbabwe Education Blueprint (2015-2022) with respect to the development of learners’ critical thinking skills?

iii) What challenges are faced by teachers about the development of learners’ critical thinking skills taking into consideration the demands of the Zimbabwe Education Blueprint (2015-2022)?

The Onion approach stated in this study as the research approach has a variety of philosophies, approaches and designs as well as their qualities and suggested possible purposes and is only helpful for helping one to select from among them. It is a guide towards selection and can not be used as a research methodology. It is not a research approach. Research approaches are qualitative (with interpretivism as a philosophy) and qualitative (with positivisim as its philosophy). Research methodology means; the whole line of things from suitable approach to suitable designs under it, suitable data gathering methods/instruments. Eg The Qualitative approach (has designs under it such as the case study , ethnography, phenomenology, grounded theory etc), then you move further to select suitable data gathering instruments/methods under the specific design. The suitability is guided by the arguments given in research methodology books and philosophers arguments about suitability of use of these approaches and where suitable they could be mixed.

Write me a desertation on Examining the Challenges and Barriers Faced by Teachers in Promoting Critical Thinking Skills in Science Education: A Case Study Approach. Using the following guidelines; Introduction and background, Literature review, Research and Methodology, Data collection , data analysis and discussion, Conclusion and findings and then references