Appendix C

Modification of the Honours coding system to suit this Masters study
Key: Red boxes and red arrows show the modifications done

Data capture instrument for the Life Sciences CAPS
Data capture instrument for the Life Sciences textbooks
Data capture instrument for the Life Sciences teacher guides

Instruments
adapted from my Honours project
developed for this study
codes added for this study

teleological and anthropomorphic thinking
splitting of some manifest and latent issues codes in the basic coding system

additional misconceptions

The same basic manifest and latent errors coding system was used for all the three instruments

Feedback on tasks and activities
has no answers or explanation for an activity
does have feedback, but only factual answers
answer has the facts as well as addressing the misconception
has answers, but errors have crept into the answers

Latent issues

PCK for teaching evolution
common misconceptions
points out common misconceptions

curricular knowledge

best teaching approaches
warns teachers that children find timescales difficult
warns teachers about difficult terminology
advises of avoiding debates about evolution
advises of avoiding debates about evolution not be told decide for themselves if evolution is true
points out common misconceptions

typical difficulties
explains why misconceptions are erroneous
draws teachers attention to potential problems for religious children

Sanders (2010)
Slovenia

positive aspect

lists for teachers what topics need to be taught before teaching evolution

positive aspect

guides teachers on specific misconceptions associated with misunderstanding the nature of science

positive aspect

suggests ways in which teachers can be sensitive to learner religious diversity

positive aspect

teacher advised not influence learners by stating their believes

general advantage

splitting of some manifest and latent issues codes in the basic coding system

codes added for this study