

TABLE OF CONTENT

TITLE PAGE	i
ABSTRACT	ii
DECLARATION	iii
ACKNOWLEDGEMENTS	iv
TABLE OF CONTENTS	v
LIST OF APPENDICES	vii
LIST OF TABLES	viii

CHAPTER ONE: THE CONTEXT OF THE STUDY	1
1.1 INTRODUCTION TO THE PRESENT STUDY	1
1.2 STATEMENT OF THE PROBLEM	1
1.3 STS - AN ALTERNATIVE APPROACH TO TEACHING HUMAN POPULATION DYNAMICS	3
1.4 THE DEMANDS AND REQUIREMENTS OF <i>CURRICULUM 2005</i>	3
1.5 AIM OF THE STUDY	4
1.6 RESEARCH QUESTIONS	5
1.7 IMPORTANCE OF STUDY	5
1.8 CONCLUDING REMARKS	5

CHAPTER TWO: THEORETICAL FRAMEWORK FOR THE DESIGN OF THE PACKAGE	6
INTRODUCTION	6
2.1 SCIENCE-TECHNOLOGY-SOCIETY (STS)	6
2.1.1 What is STS science teaching?	7
2.1.2 Methods of teaching STS	8
2.1.3 Science-related problems	9
2.1.4 Reforms in science education	10
2.1.5 Benefits of using an STS approach	11
2.1.6 The effects of contextualising science teaching	12
2.2 THE BENEFITS OF USING COMPUTERS IN EDUCATION	13
2.2.1 Arguments for the use of computers in education	13
2.2.2 Arguments for the benefits of using computers	15
2.2.3 Research findings on learning in the sciences using computers ..	17
2.3 THEORIES OF LEARNING	18
2.3.1 Why consider learning theories?	18
2.3.2 What is situated cognition?	19
2.3.3 Research findings on situated learning	20
2.3.4 The situation of the teacher in situated learning	20
2.3.5 Constructivism	21

2.3.6	Meaningful learning	22
2.4	PROFESSIONAL DEVELOPMENT OF TEACHERS TO MEET <i>CURRICULUM 2005</i> REQUIREMENTS	24
CHAPTER THREE: THE DEVELOPMENT OF THE WEB-BASED PACKAGE		26
3.1	THE DEVELOPMENT MODEL USED	26
	Stage 1: Plan goals	26
	Stage 2: Preparation stage for developing the package	27
	Stage 3: Know the teachers and the learning situation	29
	Stage 4: Design stage	30
	Stage 5: Production stage	31
	Stage 6: Implementation stage (incorporate summative evaluation)	34
3.2	User interface	34
CHAPTER FOUR: RESEARCH METHODS		37
4.1	EVALUATION RESEARCH	37
	4.1.1 Formative evaluation	38
	4.1.2 Summative evaluation	39
4.2	RESEARCH PARADIGM	39
4.3	RESEARCH ETHICS	39
4.4	SAMPLE	40
4.5	METHODS OF DATA COLLECTION USED IN THE STUDY	40
	4.5.1 Questionnaire	40
	Design and development of the questionnaire	41
	Pilot:	44
	Administering:	45
	4.5.1.1 Advantages of questionnaires	46
	4.5.1.2 Disadvantages of questionnaires	46
	3.5.2 Expert review/verbal walkthrough	47
4.6	USES OF DATA OBTAINED	48
4.7	DATA ANALYSIS	48
CHAPTER FIVE: RESULTS AND DISCUSSION		49
	Purpose of the web page (package)	49
	Navigation around the web page (package)	51
	Structure of the lessons used in the web page (package).	54
	Documentation and instruction of the web page (package)	57
	Coverage and content of the web page (package)	57
	Instructions	58
	Suitability of the web page (package) for matric teachers	60
	Helpfulness of the web page or package in promoting understanding of human population dynamics concepts	62

Suggestions on how to improve the web page (package)	62
Other trends that emerged from the responses	62
Terminology/language	62
Layout of text and sequence of the package	63
Font/size	64
Colour	64
Use of graphics	65
Presentation	66
Teaching approach	66
CHAPTER SIX: CONCLUSIONS AND RECOMMENDATIONS	70
6.1 CONCLUSIONS AND IMPLICATIONS	70
6.2 RECOMMENDATIONS	71
6.2.1 Improvement of the package	71
6.2.2 Implementation of the package by the teachers	72
6.3 LIMITATION OF THE STUDY	72
6.4 DELIMITATION OF THE SAMPLE	73
6.5 CONCLUDING REMARKS	73
REFERENCES	74

LIST OF APPENDICES

APPENDIX A: QUESTIONNAIRE

APPENDIX B: LETTER OF INTRODUCTION

LIST OF TABLES

Table 1: Categories of STS science based on Aikenhead (1994:45)	8
Table 2: Distinguishing characteristics of STS and traditional instruction (Yager <i>et al.</i> , 1994).. . . .	11
Table 3: Uses and advantages of using computers.	13
Table 4: Summarises how learning takes place and what kind of activities a teacher needs to use when using situated learning approach to teaching.	23
Table 5: Questions, feedback (three experts) and modification of the package	32
Table 6: Interface design	35
Table 7: The advice on designing a questionnaire by Fraenkel and Wallen (1993):.	41
Table 8: Questionnaire and rationale.	42
Table 9: Teachers' responses according to the purpose of the package.	49
Table 10: Navigation	51
Table 11: Responses on the structure of the lessons	54
Table 12: Teachers' responses on the coverage of the package	57
Table 13: Responses on the instructions of the package	59
Table 14: Responses on the suitability of the package for the teachers.	61
Table 15: Feedback obtained from expert review and modification made thereafter.	68