

**A SELF-STUDY ON LEARNING AND TEACHING
ELECTROMAGNETISM IN GRADE 11**

A

RESEARCH REPORT

submitted by

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DECLARATION

I, Gideon Nkosi, declare that apart from the assistance acknowledged, this research report entitled

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is my own unaided work. All sources that I have used or quoted have been acknowledged by means of complete citation and referencing.

This report is being submitted in partial fulfillment of the requirements for the Master of Science in Science Education degree at the University of the Witwatersrand, Johannesburg. It has not been previously submitted for any degree or examination at any other university.

G. Nkosi

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ABSTRACT

This self-study research explores how my pedagogical content knowledge (PCK) on electromagnetism develops as I learn the topic and then teach it to grade 11 learners. The study uses the concept maps, Content Representation (CoRe), Pedagogical and Professional-experience Repertoire (PaP-eR) and video-recorded lessons as the primary sources of collecting data. The Hough, O'Rode, Terman and Weissglass analytical approach is used to analyse the structure of the concept maps. The Rollnick, Bennett, Rhemtula, Dharsey and Ndlovu's model of PCK is used to analyse the contents of the concept maps, CoRe, PaP-eR and video-recorded lessons. The results reveal that: (i) concept maps contribute not only in monitoring conceptual development but also in revealing aspects of teacher knowledge that need to be addressed before teaching the topic; (ii) the CoRe assist in transforming content knowledge into knowledge for teaching; (iii) the PaP-eR gives insight into how content knowledge is transformed into teachable knowledge; and (iv) lesson presentations assist in illuminating the extent to which PCK has developed. Elements of teacher knowledge which are responsible for the development of PCK (domains) and those which are visible in the classroom (manifestations) emerged from the data confirming that there was significant development that took place with regards to my topic-specific PCK. However, the findings also confirm that in some cases lack of adequate content knowledge and experience in teaching the topic somehow hindered the development of my PCK.

TABLE OF CONTENTS

	Page no.
CHAPTER 1: INTRODUCTION TO THE STUDY	1
1.1 Background to the study	1
1.2 Rationale for the study	3
1.3 Aim of study	4
1.4 Research problem	4
1.5 Research questions	5
1.6 Delimitation of the study	5
CHAPTER 2: LITERATURE REVIEW	7
2.1 Introduction	7
2.2 Electromagnetism	8
2.2.1 The historical background	8
2.2.2 The learning and teaching of electromagnetism	9
2.2.3 The content of electromagnetism	12
2.2.4 Difficulties associated with the learning and teaching of electromagnetism	14
2.3 Teacher knowledge	16
2.3.1 Pedagogical content knowledge	17
2.3.2 Various models of PCK	19
2.4 Theoretical framework	22
2.5 Metacognition	24
CHAPTER 3: METHODOLOGY	27
3.1 Introduction	27
3.2 Research design	27
3.3 Participants	30
3.3.1 The researcher	30
3.3.2 The learners	31
3.3.3 Critical friend	32
3.4 The context	33
3.5 Research methods	33
3.5.1 Artefact collection	34
3.5.2 Classroom observations	35
3.6 Research instruments	36
3.6.1 Reflective journal	36
3.6.2 Concept maps	36
3.6.3 CoRe and PaP-eR	37
3.6.4 Audio and video recorders	38
3.6.5 Lesson plans	39
3.6.6 Post test	39
3.7 Data collection	40
3.8 Ethical considerations	43
3.9 Validity	45
3.10 Conclusion	46
CHAPTER 4: ANALYSIS OF CONCEPT MAPS	48
4.1 Introduction	48

4.2	Construction of the concept maps	48
4.3	Analytical framework	49
4.4	Structural analysis of the three concept maps	50
4.4.1	Coding system	51
4.4.2	Data analysis	52
4.4.3	Results of structural analysis	54
4.4.4	Conclusion of structural analysis	61
4.5	Content analysis of the three concept maps	62
4.5.1	Initial data processing	62
4.5.2	Typological analysis	64
4.5.3	Results of content analysis	67
4.5.4	Conclusion of content analysis	73
4.6	Overall conclusion	74
CHAPTER 5: ARTICULATING PEDAGOGICAL CONTENT KNOWLEDGE		77
5.1	Introduction	77
5.2	The CoRe	77
5.2.1	The construction of the CoRe	77
5.2.2	Discussion of the CoRe	79
5.2.3	Conclusion of the CoRe	90
5.3	The PaP-eR	94
5.3.1	Introduction	94
5.3.2	Learning the principles of EMI	95
5.3.3	Method of determining the direction of induced current	96
5.3.4	Solving EMI problems involving calculations	99
5.3.5	Conclusion of the PaP-eR	102
5.4	Overall conclusion	103
CHAPTER 6: INTEGRATING TEACHER KNOWLEDGE IN THE CLASSROOM		105
6.1	Introduction	105
6.2	Data sources	105
6.3	Analytical framework	106
6.4	Data analysis	107
6.4.1	Manifestations	107
6.4.2	The domains	123
6.5	Integrating my teacher knowledge	131
6.6	Conclusion	132
CHAPTER 7: SUMMARY AND CONCLUSIONS		134
7.1	Introduction	134
7.2	Overview of the study	134
7.3	Discussion of the findings	135
7.4	Answers to the research questions	140
7.4.1	Research question 1	140
7.4.2	Research question 2	142
7.5	Critical reflections on the study	144
7.5.1	The methodology	144
7.5.2	Limitations of the study	145
7.6	Recommendations	146
7.7	Directions for future research	147
REFERENCES		149

APPENDICES	153
Appendix A: The three concept maps	153
Appendix B: Analysis of concept maps using the six variables	157
Appendix C: Data transcriptions of concept maps	158
Appendix D: Summary sheet of typologies	162
Appendix E: Classification of concepts of the three concept maps	164
Appendix F: Grade 11 curriculum on EMI	165
Appendix G: A CoRe on EMI	166
Appendix H: Lesson plans	170
Appendix I: Class practical activities and solutions	175
Appendix J: Test and memorandum	177
Appendix K: Approval letter from HREC	183
Appendix L: Approval letter from GDE	184
Appendix M: Letter to the Principal	186
Appendix N: Letter to the Parents and Consent Form	187