

**The Constructivist Approach: Science Teacher Trainees' Concerns and
Levels of Use
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Abstract

The purpose of this study is to describe the Stages of Concern (SoC) and Levels of Use (LoU) among science trainees of Batu Lintang Teachers' Training College the constructivist approach for teaching science. The population studied consisted of 75 trainees of semesters 3 and 5. Data was collected by means of the SoC Questionnaire (SoCQ) and the LoU Interview Protocol (LoUIP). To verify the trainees' levels of use of the approach a convenient sample of 15 trainees, was picked for classroom observations. From the results obtained, it was found that both the semesters 3 and 5 trainees have high-unresolved concerns (Stages 1 and 2), which hindered them from progressing in their use of the approach. However, the data also indicated that experienced users (semester 5 trainees) higher LoU - 70% were assessed at LoU Iva compared to 17.4% for their semester 3 peers. From these findings, it can be inferred that practicum experiences do benefit trainees' development in the use of the constructivist approach. Thus more opportunities for more classroom experiences should be made available to the trainees. In addition, intervention activities such as establishing rapport, continuous encouragement and coaching should be provided by the lecturers concerned for teaching science, the teacher trainees have different types of concerns and are at different levels of use. It is very important to know their concerns and levels of use of the new constructivist approach because failure to know and address these concerns in the change process can result in implementation failure.

Tujuan:

To describe the Stages of Concern (SoC) and Levels of Use (LoU) among science trainees of Batu Lintang Teachers' Training College the constructivist approach for teaching science

Soalan:

1. 1. What are the concerns of the semester 3 and 5 science teacher trainees in using the constructivist approach for teaching the primary school science?
2. 2. At what levels of use were the semester 3 and 5 science teacher trainees in using the constructivist approach for teaching science?

Metodologi (Sampel):

The population studied consisted of 75 trainees of semesters 3 and 5.

Metodologi (Instrumen & Pentadbiran Kajian):

Data was collected by means of the SoC Questionnaire (SoCQ) and the LoU Interview Protocol (LoUIP). To verify the trainees' levels of use of the approach a convenient sample of 15 trainees, was picked for classroom observations.

Dapatan Kajian:

1. Both the semesters 3 and 5 trainees have high unresolved concerns (Stages 1 and 2), which hindered them from progressing in their use of the approach.
2. However, the data also indicated that experienced users (semester 5 trainees) higher LoU - 70% were assessed at LoU IVa compared to 17.4% for their semester 3 peers.
3. Practicum experiences do benefit trainees development in the use of the constructivist approach. Thus more opportunities for more classroom experiences should be made available to the trainees. In addition, intervention activities such as establishing rapport, continuous encouragement and coaching should be provided by the lecturers concerned for teaching science, the teacher trainees have different types of concerns and are at different levels of use. It is very important to know their concerns and levels of use of the new constructivist approach because failure to know and address these concerns in the change process can result in implementation failure.

Cadangan:

1. More opportunities for more classroom experiences should be made available to the trainees.
2. In addition, intervention activities such as establishing rapport, continuous encouragement and coaching should be provided by the lecturers concerned for teaching science, the teacher trainees have different types of concerns and are at different levels of use.
3. It is very important to know their concerns and levels of use of the new constructivist approach because failure to know and address these concerns in the change process can result in implementation failure.