

EVERY-DAY SCIENCE

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Abstract:

Motivation students with small or no interest in learning a subject in school can prove to be a challenge for any teacher, especially in cases where students have prejudice towards the learning material. In recent years, we have often encountered general dislike towards Science among students in three-year secondary-school programmes. Interviews conducted with students revealed the dislike they have towards Science originates either from their first encounters with science in Elementary school or is an opinion shared among peers (with no clear origin or reason for the dislike). In order to break this barrier of prejudice and dislike towards Science, Physics in particular, a strategy for implementing every-day Science and students' interests has been implemented into the learning process. Every-day Science and Technology innovations, novel products, descriptions of technological processes can be found in various online and printed sources. However, information acquired from the world web may often contain incorrect or false information. In order to teach students also the importance and use of critical thinking when dealing with several sources, only printed magazines are may be used as source material for finding bits that may interest them. As such student may find contributions about Science and Technology using only printed magazines, such as GEA, Spika, National Geographic, AvtoMagazin, MotoSI, Kmetovalec, Transporter, etc. The topics or magazines they choose are presented and discussed in the classroom. Using this approach with sophomore students in three-year secondary-school over two school years has revealed an improved attitude students have towards Natural Sciences. In this contribution examples, pros and cons of using every-day Science in the classroom will be presented.

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