



PROFILES



WHY THE SOUND COMING FROM WEDDING CERAMONIES DISTURB US WHEN WE ARE IN OUR HOUSES?



Teaching and Learning Module for Light and Sound Unit

Abstract

This teaching and learning module was designed for students to improve students' decision making skills. This module provides following student gain to be obtained by students.

3.11 gives examples for acoustic applications in places such as theatre and concert hall and historical structures.

This module includes activities by which students try to figure out a socio-scientific problem status covering science process skills in an enjoyable atmosphere.

1. Student activities : This part describes the senario and classroom activities in detail.

2. Teaching methods: This part gives advice to teachers about teaching methods

3. Evaluation: This part gives advice about evaluation strategies

4. Teacher notes: This part includes necessary scientific information for teachers

Developed by Hasan GÜRBÜZ

Curriculum content: Acoustic, propagation, absorption, conduction, echo

Activities:

In these activities, demonstration method modelling propagation of sound in concrete environment was used for students to gain skills like studying in groups and learning by doing (experimenting). Only chronometer is required as a device. Students are ranged as singly and so close to each other. They are asked the symbol of this emptiness structure and that they correlate it with previous knowledge is provided. Students' eclectic (holistic) thinking skills improve.

Anticipated duration: Three lessons

Lesson 1: Reading senario and discussion

Lesson 2: Conducting acivities

Lesson 3: Group discussion, decision making and evaluation activities

This unique teaching-learning material is intended to guide the teacher towards promoting students' scientific literacy by recognising learning in 4 domains – intellectual development, the process and nature of science, personal development and social development. Its uniqueness extends to an approach to science lessons which is designed to be popular and relevant. For this the approach is intentionally from society to science to specifically meet student learning needs.

This uniqueness is specifically exhibited by:

1. a motivational, society-related and issue-based title (supported in the student guide by a motivational, socio-scientific, real life scenario);
2. forming a bridge from the scenario to the scientific learning to be undertaken;
3. student-centred emphasis on scientific problem solving, encompassing the learning of a range of educational and scientific goals;
4. utilising the new science by including in socio-scientific decision making to relate the science acquired to societal needs for responsible citizenship