

DEVELOPING A FRAMEWORK FOR EFFECTIVE DELIVERY OF PRACTICALS IN SCIENCE TEACHING IN THE STATE OF QATAR

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ABSTRACT

The current paper aims to present a suggested, and currently implemented, plan to develop a framework that can integrate practical science activities within the teaching and learning process of school science. The final objective is to extend students' knowledge toward understanding of natural world, main concepts, ideas and scientific theories by introducing an effective system for practicing these activities that are designed to be both "hands on" and "mind on".

The plan is based on training in the first stage (pilot) a group of 24 science teachers from randomly selected 8 schools (8 teachers from each discipline-Biology, chemistry and Physics) over a period of academic years (80-90 hours). In year II the same numbers of teachers are selected from primary and preparatory schools. Evaluation of the program is based on both teachers' and students' performances before and after training, compared also with students and teachers from four schools who are identified as being average in students' achievement in the national standardized examinations

KEYWORDS: Science Practicals, Teachers, Practical Delivery, Training, Inquiry-Based

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