

DESIGNING ICT-ICON MODEL INTEGRATION BASED SCIENCE PEDAGOGY: A COURSE CONTENT PROPOSAL FOR SCIENCE TEACHER EDUCATION AT SECONDARY LEVEL

Srutirupa Panda

Lecturer, Nabakrushna Choudhury College of Teacher Education, Utkal University, Bhubaneswar, Odisha, India

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ABSTRACT

Science is a systematic and broad field of knowledge that experiments and explores the facts relevant to living and nonliving which has greater value due to its efficient uses in day to day life practices. It has technological tools and principles that have the ability to bring out the prosperity for the society. Hence, it has attended a significant and compulsory position in school education. In this context, it is really crucial to prepare competent science teachers for the education system who can efficiently achieve the goals of science education in terms of inculcating relevant level of scientific knowledge, understanding, skills, ability, attitude, temper, interest among the learner. One of the strategies to achieve these objectives is to adopt adequate science pedagogy. In most of the secondary science teacher education curriculum, including Odisha state, it is found that though theoretical content related to constructivism, 5 E model, ICON model, ICT is provided practical activities for designing science pedagogy integrating ICT and ICON model is not emphasized. Hence, a practical based novice course content for merging ICT-ICON model to design relevant science pedagogy is proposed in the current paper to make science teacher and teacher educators preparation more effectual. The paper intended to design aim, objectives, course content, transactional strategies, evaluation on ICT-ICON model integration based science pedagogy.

KEYWORDS: *ICT-ICON Model, Science Pedagogy, Science Teacher, Secondary Level*