

Students' perceptions of implementing problem-based learning in a physics course

Abstract

This study was undertaken to assess students' perception towards implementing an instructional method known as problem-based learning (PBL) in a physics course. Thirty science physics students from the School of Science and Technology (SST), and twenty pre-service science teachers from the School of Education and Social Development (SESD) at the University Malaysia Sabah were involved in this study. The findings in general come up with two themes: communication and sharing knowledge; and help in understanding concepts in Modern Physics/ Physics content knowledge.