ABSTRACT

RESEARCH PAPER: Context Based Learning in the High School Chemistry Classroom: Pros, Cons & Obstacles

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This study has presented an overview of the pros and cons of context-based teaching in the high school science classroom. The evidence suggests that context-based teaching and learning develops students who are more scientifically literate. Scientific literacy creates a population who are able to gather information, determine the credibility of information sources, and use this information to make decisions throughout life. Implementing context-based teaching and learning in the secondary classroom has several challenges, which are also found at the university level. Major curricular reform is needed in order to effect this change.