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Title: Integrating community knowledge into the pre-service teacher Physical Science curriculum

Globally, curriculum developers at educational institutions, intend to design curriculum according to the educational priorities of the country (Hoadley & Jansen, 2009). The Curriculum Assessment Policy Statement (CAPS) of South African school subjects promotes the infusion of indigenous knowledge (DBE, 2011) by inclusion of a design principle. Little evidence exists for proof of infusion of indigenous knowledge in Physical Science despite the inclusion of the principle in the school curriculum (Le Grange, 2007; Khupe, 2014).

In an indigenous knowledge project in Physics, at the Vaal Campus of the North-West University, the researcher promoted participatory action research (PAR) by including 4th year B.Ed students and community adults. The 4th year B.Ed students in Physics collected indigenous, communal stories, therefore artefacts, during the COVID month of May 2020, from relative adults. The stories they collected had to link to concepts in Physics such as energy (hot, cold, temperature) and waves (sound and light). Reflecting on the indigenous knowledge stories, students indicated the value of story-telling as an art, to aid with subject knowledge and didactical skill development in the teaching of Physical Science.