

THE DOUBLE-PAN BALANCE APPROACH: A DUPLICATE KEY TO UNDERSTAND THE MODEL OF EDUCATIONAL RECONSTRUCTION IN TERTIARY EDUCATION

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ABSTRACT

Many conceptual change approaches adapted to teaching have in the few years consolidated understanding of content-oriented curricula in tertiary education. The “Double-Pan Balance Approach” (DPBA) was used to explain the Model of Educational Reconstruction (MER) to two (2) faculty members (FM) of the University of Education, Winneba-Ghana. A comparison of the MER and DPBA models generated similarities with direct applications between the two designs. The faculty members conceptualised the MER as a double-pan balance in the first setting, analysing scientists` subject matter and that of the students on a different but equally pivoted weighing pans. The internal lever structures of the double-pan balance were equated to the learning environments as evaluated by the MER. The new way of superimposing and duplicating the MER with the DPBA has regenerated the understanding that some conceptual change designs are conceptualised as simple operationalised laboratory equipment.

Keywords: Conceptual change, content-orientation, double-pan, duplicating, lever.