



# Phenomenological study on students' lived experience of science lessons

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## **Abstract**

This paper reports a pilot study on the teacher education program of the Chinese University of Hong Kong, aiming to enrich the curriculum materials in science teacher training. The study adopted the phenomenological approach developed by Max van Manen (1990, 1991) when he studied the “teacher pedagogical tact”. It started with collecting secondary school science students' lived experiences of science lessons. Each invited student was asked to write a short paragraph, in the form of anecdote, about the most unforgettable science lesson he/she had experienced. Then science teachers were invited to discuss and reflect on students' lived experiences in focus group discussions in order to accomplish the purpose of teacher development.

**Keywords:** science teacher training, phenomenology, students' lived experiences of science lessons