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Title: CULTURAL FACTORS IN THE ORIGIN AND  
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Gerard D and Van Den Berg. Abstract. Abstract: Over a wide  
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Publications: John J. Clement - UMass  
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Author: Jara-Guerrero, Salvador Abstract: In recent years  
misconceptions have become a popular subject of study within  
physics education research. Research has shown that these  
misconceptions are

Misconception of heat and temperature Among physics ...  
In proceedings, Third International Seminar on Misconceptions  
and Educational Strategies in Science and Mathematics, Novak,  
J. Eds.; Cornell University, Ithaca, NY, pp: 1496-1535. Google  
Scholar Smith and Anderson, 1986

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Schoon, K. J. (1993). The origin of earth and space science misconceptions: A survey of preservice elementary teachers. A paper presented at the Third Misconceptions Seminar Proceedings, Cornell University, Ithaca, New York.

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Title: MISCONCEPTIONS ABOUT SCIENCE EDUCATION  
REFORM . By Susan P. Abstract. Abstract: Change is not an  
easy concept to be accepted. If change involves someone  
else's lives, then we usually are willing to accept change,  
but when it affects our own lives directly, we tend to get just a

Determining the misconceptions of primary school students ...  
Proceedings of the Third International Seminar on  
Misconceptions and Educational Strategies in Science and  
Mathematics. Ithaca, NY: Cornell University. Zietsman, A. and  
Clement, J. (1994). Combining qualitative and quantitative  
research methods in tutoring experiments. Proceedings of the  
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Preservice elementary teachers' self-efficacy beliefs and ...  
23. H. W. Huang and Y. J. Chiu, "Students' Conceptual Models about the Nature and Propagation of Light," in Proceedings of the Third International Seminar on Misconceptions and Educational Strategies in Science and Mathematics, ed. Joseph D. Novak (Ithaca, NY: Cornell University, 1993). 24. R.

1Third Misconceptions Seminar Proceedings (1993) Paper ...  
CiteSeerX - Document Details (Isaac Council, Lee Giles, Pradeep Teregowda): Abstract: There are many different graphic knowledge representation techniques which are called concept maps. These and similar techniques are scrutinized and a comparison table with eight categories is suggested. The first

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dimension with four categories is conceptual and propositional explicitness.

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