LEARNING AND INSTRUCTION

The Journal of the European Association for Research on Learning and Instruction (EARLI)

AUTHOR INFORMATION PACK

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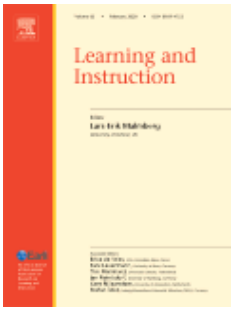

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Educational psychologists, developmental psychologists, cognitive psychologists, educational researchers.

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Highlights example:
Learning and Instruction, volume 22, issue 1, 47-61

• Students' misconceptions exist at different levels of representational complexity.

• They could be at the level of false beliefs, mental models, or ontological categories.

• To achieve conceptual change at mental model level, instruction should be at a holistic level.

• One way to do this is through analogical comparison of flawed self model and correct expert model.

• This leads to more robust conceptual change than instruction directed at false beliefs.

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