



Contribution ID: 165

Type: **Poster in Guayaquil**

Tension between Preconceptions and the Canonical Physics Content: Teacher Interventions in a Dialogic Classroom

Wednesday, December 15, 2021 5:00 PM (5 minutes)

Dialogic interaction in science classes provides students with opportunities to learn from their previous ideas towards the canon of science. This paper contributes to answering the question: How are the teacher's interventions in a dialogic class in order for the above process to take place? A comparative analysis of the interventions of a teacher in two introductory classes on electric circuits is presented. It is observed that the teacher's interventions play a key role in the progress of the students' models, but these interventions acquire different characteristics according to the context analyzed.

Primary authors: Dr BUTELER, Laura (Universidad Nacional de Córdoba); Prof. VELASCO, Nicolas (Universidad Nacional de Córdoba); Prof. GANDOLFO, Nicolás (Universidad Nacional de Córdoba)

Presenters: Prof. VELASCO, Nicolas (Universidad Nacional de Córdoba); Prof. GANDOLFO, Nicolás (Universidad Nacional de Córdoba)

Session Classification: Parallel 8 - Wroclaw/Guayaquil

Track Classification: 9. Initial teacher education, teacher professional development and Technological Pedagogical Content Knowledge