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A teaching-learning sequence on colour in the context of a motivational stage for high school students

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In this contribution we present a Teaching-Learning Sequence (TLS) on colour performed in a University setting with a sample of N=42 18-year old high school students. Based on previous research, the TLS focuses on the integration of experimental activities with low cost materials, on developing a solid understanding of the connection between the physics and physiology of colour, and on experimental activities which help students to clearly differentiate between additive and subtractive color mixing. Finally, thanks also to the inclusion of advanced topics such as photonic crystals and plasmons, the sequence has a significant motivational value.

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