

Model of Educational Reconstruction & Iteration

Challenges: new ways of doing things and assessment methods



Changes in mental models and assessment methods all time time!

It is a long process! No quick changes.

Nature of science is the way.

Conceptual change: different approaches, which one works best for modern PE?



Conceptual learning is not boring, instead making students aware of misconceptions can trigger curiosity! learning is fun

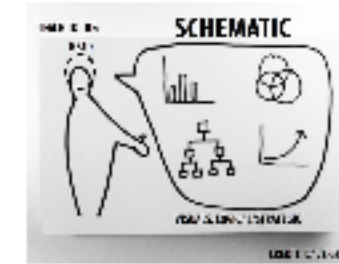
Interest: great starting point, but just 1 goal

Doing things yourself -> motivation & interest

Mental Models

Limitation of models:

Visualisation: representations



we should write a teacher guide to students conceptions in modern physics



we need established concept inventories (for different audiences)

QUESTIONS

- 1- ~~A~~ B C D
- 2- A B ~~C~~ D
- 3- A ~~B~~ C D
- 4- A ~~B~~ C D
- 5- A B ~~C~~ D
- 6- ~~A~~ B C D

great conceptual exam questions are needed to help with curriculum integration

respect for everyone's own imaginary



Teaching has different aims, and we teach to different public.

No one exact way of teaching a subject

We need to look at representations when discussing the cause of mental models in modern PE. students dont bring everyday experiences to the classroom, its teaching induced

