

Correcting misconceptions about energy conservation using STEM approach

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The aim of this research is to design and create a test to measure the misconception about conservation of energy of the Thai high school students. The design of the test was based on the learning theory in Cognitive Domain from Bloom's Taxonomy and each question is divided into three levels – three-tier question. On first tier it is a question about incident. Second tier question about why the first answer and the third tier is in response to a question about the confidence at first-second tier. The test was submitted to two physics experts to check for correctness in physics details. Furthermore, the test was checked for content validity and item objective congruence by one education expert. Then this test will be used to measure the misconception of students participated in STEM-based activity.

Primary author: MONGKHOLSIRIWATTANA, Chinapat

Co-authors: Dr PHAKSUNCHAI, Mingkhuan (126 Pracha Uthit Rd, Bang Mot, Thung Khru, Bangkok 10140); Dr TANASITTIKOSOL, Monsit (126 Pracha Uthit Rd, Bang Mot, Thung Khru, Bangkok 10140)

Presenter: MONGKHOLSIRIWATTANA, Chinapat

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