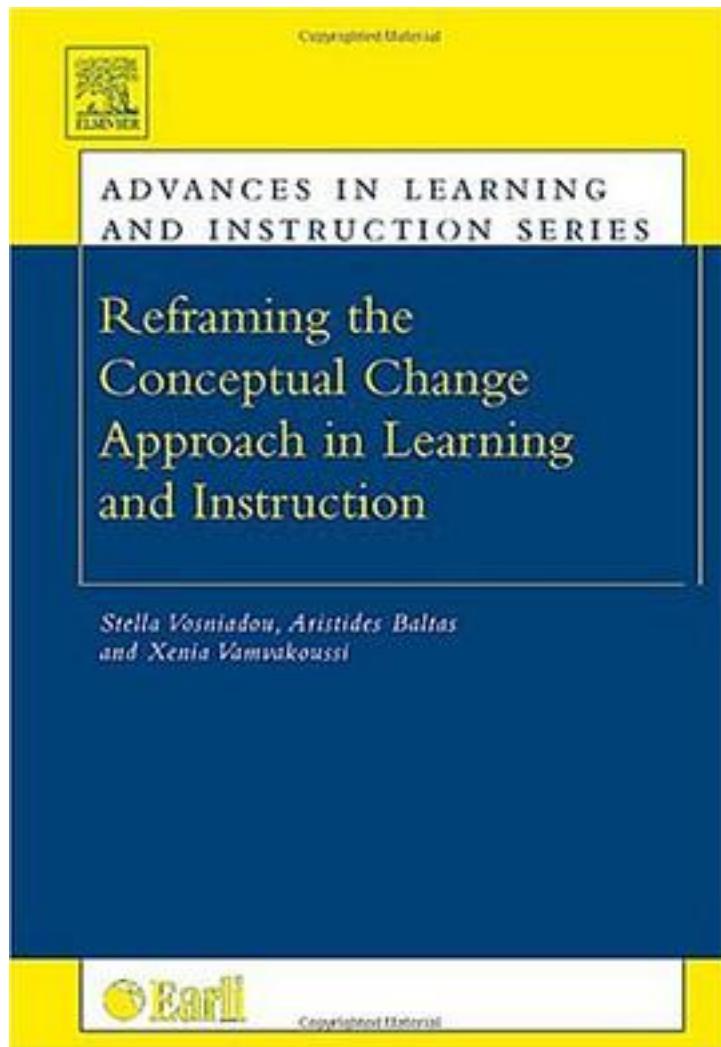


Reframing the Conceptual Change Approach in Learning and Instruction



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Drawing from philosophical, historical, and psychological research, this book redefines conceptual change as it applies to learning and instruction. Divided into three sections, this book addresses: foundations of conceptual change research, examines the influence that personal beliefs have on conceptual change, and focuses on mathematics learning and teaching. It reflects current state-of-the-art conceptual change work. Each section includes a specialized introduction and ends with thought-provoking commentaries. It is written by experts in the field.

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