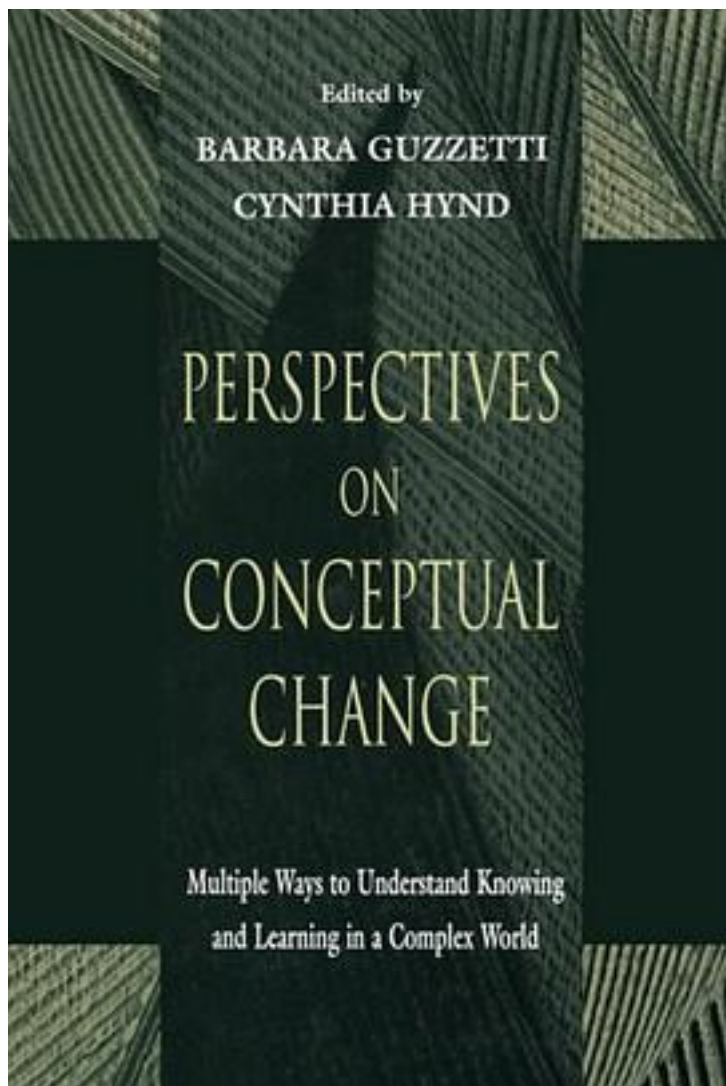


Perspectives on Conceptual Change



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Researchers in reading education have been investigating conceptual change and the effects of students' prior knowledge on their learning for more than a decade. During that time, this research had been changing from the general and cognitive - average effects of interventions on groups of students - to the specific and personal - individuals' reactions to and conceptual change with text structures. The focal point became the social, contextual and affective influences on individuals' conceptual change. These naturalistic or qualitative studies now have more potential to be informed by other disciplines. This book shows the results of sharing data - in the form of case study excerpts - with researchers representing varying perspectives of analyses. Instances of learning are examined from cross disciplinary views and then the case study authors respond to the analysts. The result is a text that provides multiple insights into understanding the learning process and the conditions that impact learning.

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