



International Handbook of Research on Conceptual Change (Educational Psychology Handbook)

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Conceptual change research investigates the processes through which learners substantially revise prior knowledge and acquire new concepts. Tracing its heritage to paradigms and paradigm shifts made famous by Thomas Kuhn, conceptual change research focuses on understanding and explaining learning of the most the most difficult and counter-intuitive concepts. Now in its second edition, the *International Handbook of Research on Conceptual Change* provides a comprehensive review of the conceptual change movement and of the impressive research it has spawned on students' difficulties in learning.

In thirty-one new and updated chapters, organized thematically and introduced by Stella Vosniadou, this volume brings together detailed discussions of key theoretical and methodological issues, the roots of conceptual change research, and mechanisms of conceptual change and learner characteristics. Combined with chapters that describe conceptual change research in the fields of physics, astronomy, biology, medicine and health, and history, this handbook presents writings on interdisciplinary topics written for researchers and students across fields.

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Review

"*The International Handbook of Research on Conceptual Change* offers a wealth of ideas, from a range of perspectives, drawing on a diverse literature. It should be an essential resource for anyone working in the fields of learning and conceptual development as researcher or advanced student."--***Science & Education***

About the Author

Stella Vosniadou is Professor of Cognitive Psychology in the Department of Philosophy and History of Science at the National and Kapodistrian University of Athens, Greece. She is the current chair of the interdisciplinary graduate program in Cognitive Science between the University of Athens and the Economic University of Athens, and director of the Cognitive Science Laboratory at the University of Athens.

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