



How Students (Mis-)Understand Science and Mathematics: Intuitive Rules (Ways of Knowing in Science, 13) (Series on School Reform)

Ruth Stavy, Dina Tirosh

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In this volume, the authors identify three "intuitive rules" and demonstrate how these rules can be used to interpret important misconceptions many students have about science and maths. By showing how learners react in similar ways to scientifically unrelated situations, the authors make a strong case for a theoretical framework that can explain these inconsistencies and predict students' responses to scientific and mathematical tasks. Provided are useful teaching strategies, grounded in this framework, that may be used to strengthen students' abilities to understand scientific and mathematics content.

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