

# Contents

<b>1</b>	<b>Introduction</b> .....	<b>1</b>
<b>2</b>	<b>Conceptual Change and Learning About Forces</b> .....	<b>7</b>
2.1	The Challenge of Learning About Forces and Motion .....	7
2.2	Conceptual Change: A Brief Historical Perspective.....	8
2.2.1	The Influence of Piaget.....	9
2.2.2	The ‘Classical’ Model of Conceptual Change.....	10
2.2.3	Developing Knowledge and Understanding of Learners’ Conceptions in Science .....	11
2.2.4	Some Theoretical Models of Conceptual Change .....	12
2.2.5	Considering the Individual’s World .....	14
2.3	Conceptual Change in Action: Primary Teachers Learning About Forces.....	17
2.3.1	Forces Within the Context of Floating and Sinking.....	17
2.3.2	The Socio-Cultural Environment and the Role of the Tutor.....	18
2.3.3	Learning in Action: Floating and Sinking .....	20
2.3.4	Initial Ideas.....	20
2.3.5	Constructing and Reviewing Hypotheses .....	21
2.3.6	Developing a Forces View of Floating and Sinking .....	23
2.3.7	Generalising Weight for Size .....	24
2.3.8	Understanding Forces in Different Contexts – Towards Context Independent Learning .....	25
2.3.9	The Arched Bridge.....	27
2.3.10	The Parachutist.....	29
2.4	Some Conclusions and Implications.....	31
2.4.1	Reflections on the Development a Qualitative Understanding of Force and Motion .....	31
2.4.2	Developing Pedagogical Insight Through Employing a Metacognitive Approach to Learning .....	35
2.4.3	Some Implications for Teacher Education.....	37

<b>3</b>	<b>The Role of Analogies in Learning</b> .....	39
3.1	Learning About Simple Circuits .....	40
3.2	Applying Analogies to Simple Circuits .....	42
3.2.1	Analogies Deployed .....	42
3.2.2	Synopsis of Research Findings .....	44
3.2.3	Tracking Learning Within the Groups .....	48
3.3	Implications for Pedagogy .....	50
3.3.1	The Problem of Analogies in Developing a Sequential View of Simple Circuits .....	50
3.4	Explanation and Meaning .....	54
3.4.1	The Appropriation of Hermeneutics .....	55
3.4.2	Exemplification of Language and Meaning .....	55
3.4.3	Alternative Perspectives on Knowledge Acquisition .....	57
3.4.4	Partitioning and Sequencing .....	59
3.4.5	The Presentation of Science Knowledge in Science Education .....	59
3.5	Practical Implications for Pedagogy: Learning .....	61
3.6	Practical Implications for Pedagogy: Teaching .....	62
3.7	Teacher Subject and Pedagogic Knowledge .....	63
<b>4</b>	<b>Cognitive Conflict and the Formation of Shadows</b> .....	65
4.1	Promoting Conceptual Change Through Cognitive Conflict .....	66
4.1.1	The Role of Cognitive Conflict in Learning Science .....	66
4.1.2	Some Limitations of the Cognitive Conflict Strategy .....	66
4.2	The Challenge Presented by the Conceptual Domain of Light .....	68
4.3	Exploring the Impact of Cognitive Conflict in Learning About Shadows .....	69
4.3.1	Background to the Exemplification Study .....	69
4.3.2	The Cognitive Conflict Scenarios .....	70
4.3.3	Learner Responses to the Cognitive Conflict Scenarios .....	72
4.3.4	Categories of Responses to the Cognitive Conflict Scenarios (1–3) .....	73
4.3.5	Triggering Meaningful Cognitive Conflict .....	78
4.4	Resolving the Conflict .....	78
4.4.1	The Need to Generate Causal Explanation .....	78
4.4.2	Resolving the Cognitive Conflict Caused by the Cross-Shaped Shadow .....	79
4.5	The Emergence of Pedagogical Insight .....	83
4.5.1	The Learning Process .....	83
4.5.2	Pedagogy Relating to Light .....	87
4.5.3	Pedagogical Implications for Future Practice .....	88
4.6	Discussion .....	88
4.7	Some Concluding Remarks .....	90

<b>5</b>	<b>Language Interpretation and Meaning</b> .....	93
5.1	Conceptualising How Language Works.....	94
5.1.1	A Brief Look at Language as a System or Structure .....	94
5.2	Sign and Signification.....	95
5.3	Signification in Science Learning.....	96
5.3.1	Paradigm Constraints in Reasoning .....	98
5.3.2	The Relational Value of the Sign .....	99
5.4	Interpretation and Meaning.....	102
5.4.1	What Counts for Text?.....	103
5.4.2	Language and Accessing the World (Electricity) .....	104
5.4.3	Possibilities and Constraints .....	104
5.4.4	Shaping the Ontological Landscape.....	107
5.4.5	Distancing .....	111
<b>6</b>	<b>Metacognition and Developing Understanding of Simple Astronomical Events</b> .....	113
6.1	Metacognition and Learning.....	113
6.1.1	What Is Meant by Metacognition?.....	113
6.1.2	The Relevance of Developing Metacognitive Awareness of Learning in Teacher Education.....	115
6.2	The Conceptual Domain of the Earth and Beyond .....	116
6.2.1	The Cognitive and Pedagogical Challenge of Developing Causal Explanations of Simple Astronomical Events.....	116
6.2.2	Using a Metacognitive Approach to Generating Subject and Pedagogical Knowledge.....	119
6.3	Mapping Movement in Conceptual Understanding About Simple Astronomical Events.....	121
6.3.1	The Day–Night Cycle .....	121
6.3.2	The Seasons .....	123
6.3.3	The Phases of the Moon.....	125
6.4	Insights Identified Through Adopting a Metacognitive Approach to Learning .....	127
6.4.1	The Nature of Cognitive Development Within the Subject Domain the Earth and Beyond .....	127
6.4.2	Using Key Features of Learning to Stimulate the Development of Subject and Pedagogical Knowledge .....	129
6.5	Discussion .....	136
<b>7</b>	<b>The Subject Matter Learning Audit and the Generation of Pedagogical Content Knowledge</b> .....	139
7.1	Teacher Knowledge.....	139
7.1.1	Pedagogic Content Knowledge.....	141
7.1.2	Teacher Education and the Development of PCK.....	143
7.1.3	Translation and Interpretation: Knowledge into Practice .....	144

7.2	The Subject Matter Learning Audit .....	145
7.2.1	Rationale .....	145
7.2.2	The SMLA Process .....	146
7.3	A SMLA Case Study (Stage 1): Learning About Forces.....	148
7.3.1	The Participants.....	148
7.3.2	Analysis of Prior Learning.....	149
7.4	A SMLA Case Study (Stage 2): The Individual National Curriculum SMLA.....	152
7.4.1	Key Ideas Within the Programmes of Study.....	153
7.4.2	Challenging Ideas.....	155
7.4.3	Abstract or Counterintuitive Ideas .....	155
7.4.4	Personal Misconceptions .....	156
7.4.5	Language Issues .....	157
7.4.6	Other Factors Influencing Learning.....	157
7.5	A SMLA Case Study (Stage 3): Scheme of Work SMLA.....	158
7.5.1	Group SMLA of QCA Unit 6E.....	158
7.5.2	Group SMLA of the QCA Unit 2E (Forces and Movement) .....	164
7.6	Discussion and Implications for Teacher Education.....	168
7.6.1	What Can the SMLA Approach Contribute to Teacher Education?.....	169
7.6.2	Some Implications for the Role of Teacher Education Institutions .....	171
	<b>References</b> .....	173
	<b>Author Index</b> .....	189
	<b>Subject Index</b> .....	195