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Beginning chemistry teachers: a longitudinal study of the triplet relationship

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Abstract for DBER Group Discussion on 2012-02-24

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Title:

Beginning chemistry teachers: a longitudinal study of the triplet relationship

Abstract:

In a longitudinal study, beginning chemistry teachers' instructional strategies for various concepts in chemistry were analyzed using the components of the triplet relationship (macro, submicro, and symbolic components). Their practices provide a window into how teachers perceive chemistry. The findings from this study can help science educators understand how university content is interpreted and enacted in the secondary classroom.