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Sommario/riassunto

This volume brings together a distinguished, international list of scholars to explore the role of the learner's intention in knowledge change. Traditional views of knowledge reconstruction placed the impetus for thought change outside the learner's control. The teacher, instructional methods, materials, and activities were identified as the seat of change. Recent perspectives on learning, however, suggest that the learner can play an active, indeed, intentional role in the process of knowledge restructuring. This volume explores this new, innovative view of conceptual change learning u

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