

preconceptions

- identifying these in a way that helps learners absorb the content

watching videos

- sorting for certain information
- completely missing other information



EXPERT

- specialized (sometimes too specialized)
- diverse points of view
- might over-teach
- detailed
- think they know everything
- know they don't know everything
- a more complete web of information

NOVICE

- not specialized
- non-diverse points of view
- small picture
- know they don't know everything
- might not know there are multiple
- a less-complete web of information

are able to identify misconceptions and preconceptions in novice learners

not clearly defined . . . we tend to have inklings

Objectives:

- define and discuss the importance of conceptual frameworks
- preconceptions and misconceptions within the context of novices and experts
- debunk a myth

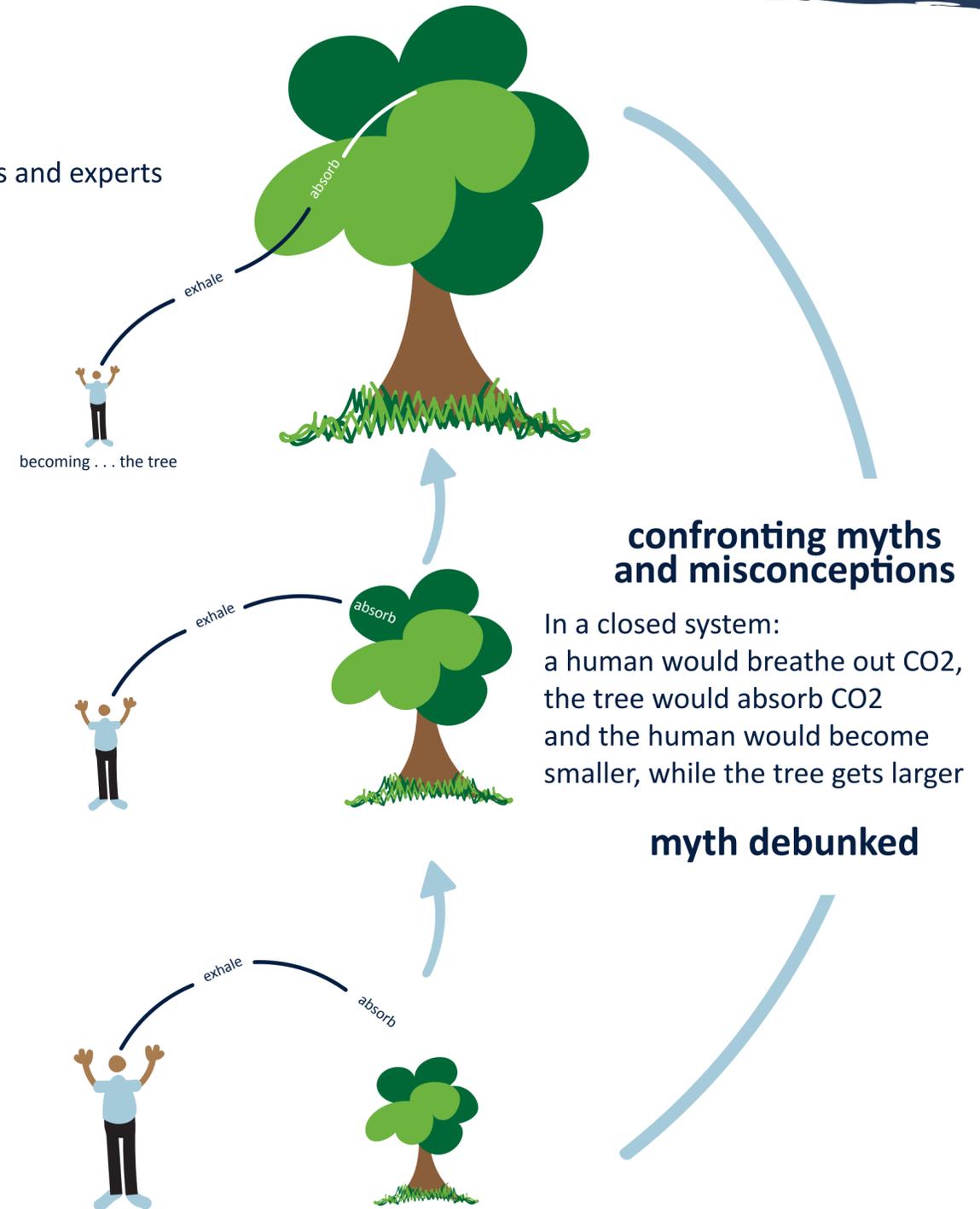


humans:

generate knowledge and meaning between what they do and what they think

conceptual frameworks tie new knowledge into what learners already know

this can be the most challenging thing to work through



confronting myths and misconceptions

In a closed system:
a human would breathe out CO₂,
the tree would absorb CO₂
and the human would become smaller,
while the tree gets larger

myth debunked

1. identify the myth
2. provide a forum to confront the myth (gently)
3. support students to reconstruct and internalize knowledge

It is the instructor's role to be able to identify preconceptions and misconceptions, and put in place a series of frameworks to help you address these in a way that supports learners to meet their objectives.