

## DAFTAR PUSTAKA

- Acher A., Archa M, Sanmarti N. (2007). *Modeling as a teaching learning process for understanding materials: A case study in primary education*. Sci Educ.
- Ambrose, S. A., and Lovett, M. C. (2014). Prior knowledge is more than content: Skill and beliefs also impact learning. In: V. A. Benassi, C. E. Overson, and C. M. Hakala (Eds), *Applying Science of Learning in Education: Infusing Psychological Science into the Curriculum*. Division 2, American Psychological Association.
- Amstrong, T. (2011). *The best schools: Mendidik siswa menjadi insan cendekia seutuhnya*. Bandung: PT. Mizan Pustaka.
- Anderson, D. (1999). The development of science concepts emergent from science museum and post-visit activity experiences: Student's construction of knowledge. *A Thesis of the degree of Doctor of Philosophy in the Centre for mathematics and Science Education of the Queensland University of Technology*.
- Ashbrook, P. (2013). Static Electricity: The shocking truth. *Science Scope*. 50(7): 30-31, National Science Teacher Association
- Ashmann, S. (2009). The Pennies-as-Electron Analogy: An engaging model helps upper elementary students understand the flow of electricity. *Science and Children*. 47(4): 24-27, National Science Teacher Association.
- Aydeniz, M. (2010). Measuring the impact of electric circuit kitbook on elementary school children's understanding of simple electric circuits. In: *Electronic Journal of Education*, 14(1): 1-29.
- Aydin, G. dan Balim, A. G. (2011). The activities based on conceptual change strategies prepared by science teacher candidates. *Western Anatolia Journal of Educational Science*. pp. 557-566.
- Azaiza, I., Bar, V., Awad, Y., and Khalil, M. (2012). Pupils' explanation of natural phenomena and their relationship to electricity. *Journal of Creative Education* 3(8): 1354-1365

Rimba Hamid, 2017

**ANALISIS LEARNING PROGRESSION SISWA PADA PEMBELAJARAN LISTRIK DAN MAGNET DENGAN MODEL CONSTRUCTIVIST TEACHING SEQUENCES (CTS)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Bar, V., Zinn, B., & Rubin, E. (1997). Children's ideas about action at a distance. *International Journal of Science Education*, 19, 1137-1157.
- Barman, C. R. (1989). A procedure for prospective elementary teachers integrate the learning cycle into science books. Dalam: *Journal of Science Teacher Education* 1(2): 21-26
- Baser, M., & Geban, O. (2007). Effect of instruction based on conceptual change activities on students' understanding of static electricity concepts. *Research in science & Technological Education*, 25(2), 243-267
- Bechtel, W. (2008). *Mental Mechanisms: Philosophical perspectives on cognitive neuroscience*. USA: Taylor & Francis Group, LLC.
- Bellanca, J. (2011). *200+ Strategi dan proyek pembelajaran aktif untuk melibatkan kecerdasan siswa*, 2<sup>nd</sup>. Ed.. Jakarta: PT Indeks.
- Beer, C. P. (2010). *How do pre-service teacher picture various electromagnetic phenomenon? A qualitative studi of preservice teachers' conceptual understanding of fundamental electromagnetic interaction*. Dissertation: Ball State University, Munchie, Indiana.
- Bhattacharya, M. (2002). Creating a Meaningful Learning Environment Using ICT. Vol. 5 No. 3, *Centre for Development of Teaching and Learning*. National University of Singapore. Tersedia di: <http://www.cdtl.nus.edu.sg/brief/v5n3/sec3.htm>
- Borger, A. T. (1999). Mental model of electricity. *Int. Journal Science Education* 21(1): 95-117
- Bradamante, F., Michelini, M., and Stefanel, A. (2006). *Learning problems related to the concept of field*. In B.G. Sidharth, F. Honsell and A. deAngelis (Eds), *Frontiers of Fundamental Physics*. The Nedtherlands: Springer.
- Bradamante, F., & Viennot, L. (2007). Mapping gravitational and magnetic fields with children 9-11: Relevance, difficulties and prospects. *International Journal of Science Education*, 29(3), 349-372
- Brooks, M. G. & Grennon Brooks, J. (1999). The courage to be constructivist. *Journal of Educational Leadership*, 57(3): 18-24.

Rimba Hamid, 2017

**ANALISIS LEARNING PROGRESSION SISWA PADA PEMBELAJARAN LISTRIK DAN MAGNET DENGAN MODEL CONSTRUCTIVIST TEACHING SEQUENCES (CTS)**

Universitas Pendidikan Indonesia | [repository.upi.edu](http://repository.upi.edu) | [perpustakaan.upi.edu](http://perpustakaan.upi.edu)

- Brown, H. D. (2006). *Principles of language learning and teaching*, 5th. ed. p088. USA: Person Education.
- Burgoon, J. N., Heddle, M. L., & Duran, E. (2011). Re-examining the similarities between teacher and student conceptions about physical science. *Journal of Science Teacher Education*, 22(2), 101–114. doi:10.1007/s10972-010-9196-x.
- Cakir, O., Geban, O. and Yuruk, N. (2002). Effectiveness of conceptual change text-oriented instruction on students' understanding of cellular respiration concept. *Biochem. Mol.Biol. Educ.* 30. hlm. 239-243.
- Carey, S. (2010). Science education as conceptual change. *Journal of Applied Developmental Psychology*, 21(1): 13-19. New York: Elsevier Science Inc.
- Chi, M. T. H. (2008). *Three types of conceptual change: Belief revision, mental model transformation, and categorical shift*. In: S. Vosniadou (Ed), *International handbook of research on conceptual change* (pp. 61-82). New York: Routledge
- Clayton, C. (t.t). *Convergent Verses Divergent Thinking*. Diakses dari <http://www.problem-solving-techniques.com/Convergent-Thinking.html>
- Clement, J. (2008). The role of explanatory models in teaching for conceptual change. In: S. Vosniadou (Ed), *International handbook of research on conceptual change* (pp. 417-452). New York: Routledge.
- Cohen, L., Manion, L., and Morrison, K. (2007). *Research Methods in Education*, 6<sup>th</sup>. Ed. New York: Routledge.
- Corcoran, T. B., Mosher, F. A., & Rogat, A. (2009). *Learning progressions in science: An evidence-based approach to reform*. New York, NY: Columbia University, Teachers College, Consortium for Policy Research in Education, Center on Continuous Instructional Improvement.
- Corrigan, S., Loper, S., Barber, J., Brown, N., & Kulikowich, J. (2009). *The Juncture of supply and demand for information: How and when can learning progressions meet the information demands of curriculum developers?* Paper presented at the Learning Progressions in Science (LeaPS) Conference. Iowa City, IA.

- Cox, K. (2007). Electricity and Magnetism Unit, Grade 5. Tersedia di: <https://www.georgiastandards.org/Georgia-Standards/Pages/Science.aspx>. Georgia Department of Education.
- Creswell, J. W. (2015). *Educational research: Planning, conducting and evaluating quantitative and qualitative research*. (Terjemahan). 5<sup>th</sup>. Yogyakarta: Pustaka Pelajar.
- Criado, A. M., & Garcí'a-Carmona, A. (2010). Prospective teachers' difficulties in interpreting elementary phenomena of electrostatics interactions: indicators of the status of their intuitive ideas. *International Journal of Science Education*, 32(6), 769–805.
- Dahar, R. W. (2011). *Teori-teori belajar dan pembelajaran*. Jakarta: Erlangga
- Darabi, A., Hemphill, J., Nelson, D. W., Boulware, W., and Liang, X. (2010). Model mental progression in learning the electron transport chain: effects of instructional strategies and cognitive flexibility. In: *Adv in Health Sci Educ*. 15:479-489, DOI 10.1007/s10459-009-9212-0. Published online: Springer.
- Draiven, R., Asoko, H., Leach, J., Mortimer, E., and Scott, P. (1994). Constructing scientific knowledge in the classroom. *Educational Research*, 23(7): 40-47.
- Driscoll, M. P., & Driscoll, M. P. (2005). *Psychology of learning for instruction*. Florida State University.
- Duit, R., Treagust, D. F., Widodo, A. (2008). Teaching science for conceptual change: Theory and practice. In: S. Vosniadou (Ed), *International handbook of research on conceptual change* (pp. 629-646). New York: Routledge.
- Duit, R., Treagust, D. F., Widodo, A. (2012). Teaching science for conceptual change: Theory and practice. In: S. Vosniadou (Ed), *International handbook of research on conceptual change* (pp. 487-503). New York: Routledge.
- Duit, R., Widodo, A., and Wodzinski, C. T. (2007). Conceptual change ideas: Teacher's views and their instructional practice. In: S. Vosniadou, A. Baltas, X. Vamvakoussi (Eds), *Re-framing the conceptual change approach in learning and instruction* (pp. 197-217). Amsterdam: Elsevier Ltd.

- Duncan, R. G., dan Gotwals, A. W. (2015). *A tale of two progression: On the benefits of careful comparison*. *Science Education*. 99(3): 410-416.
- Duschl, R. A., Schweingrubber, H. A., and Shouse, A. W. (2007). *Taking science to school: Learning and teaching science in grade K-8*. Washington, D.C: The National Academies Press.
- Farnham-Diggory, S. (1994). Paradigms of knowledge and Instruction. *Review of Educational Research*. 64(3), 436-477.
- Fleer, M. (2001). Determining childrens' understanding of electricity. In: *Journal of Educational Research*, 87(4): 248-253).
- Fulmer, G. W. (2013). Constraints on Conceptual Change: How Elementary Teachers' Attitudes and Understanding of Conceptual Change Relate to Changes in Students' Conceptions. *Journal of Science Teacher Education*, 24(7): 1219-1236. DOI 10.1007/s10972-013-9334-3
- García Rodicio, H., & Sánchez, E. (2010). Making instructional explanations effective: The role of learners' awareness of their misunderstandings. *Facilitating Effective Student Learning through Teacher Research and Innovation*, 277-296.
- Gentner, D. (2002). Psychology of model mentals. In: N. J. Smelser and p. B. Bates (Eds), *International encyclopedia of the social and behavioural sciences*. Amsterdam: Elsevier Science.
- Gredler, M. E. (2011). *Learning and Instruction: Teori dan Aplikasi*, 6<sup>th</sup>. Ed. Jakarta: Kencana Prenada Media Group.
- Goris, T. V. and Dyrenfurth, M. J. (2013). How electrical engineering technology students understand concept of electricity. Comparison of misconception of freshmen, sophomores, and seniors. *120<sup>th</sup> ASEE Annual Conference & Exposition*. American Society for Engineering Education.
- Grosslight, L., Unger, C., Jay, E. and Smith, C. (1991). Understanding models and their use in science: Conception of middle and high school students and experts. *Journal of Research in Science Teaching*, 28(9): 799-822.
- Hamid, R., Suratno, T., and Sopandi, W. (2014). Implementing scientific approach in primary science lesson to foster students' creativity. *Proceedings: the 6th*

*international conference on teacher education, The Standardization of Teacher Education:Asian Qualification Framework* (hlm. 203-215).

- Hamid, R. (2016). Model Mental Siswa Sekolah Dasar tentang Listrik Statis. *Jurnal Pengajaran MIPA*, 21(1), 24-29.
- Harlen, W. (2010). *Principles and big ideas of science education*. Association for Science Education. College Lane, Hatfield, Herts. AL109AA.
- Harman, G., Aksan, Z., and Celikler, D. (2015). Mental models with influence the attitudes of science students towards recycling. *International Journal of Sustainable and Green Energy*, 4(1-2), hlm. 6-11).
- Harrison, A. G. dan Treagust, D. F. (2000). Learning about atoms, molecules, and chemical bonds: case study of multiple-model use in grade 11 chemistry. *Science Education*, 84(3): 352-381.
- Heritage, M. (2008). *Learning progression: Supporting instruction and formative assessment*. Washington, DC.: Council of Chief State School Officers (CCSSO).
- Hernandez, M. I., Couso, D., and Pinto, R. (2014). *Analyzing student's learning progressions throughout a teaching sequence on acoustic properties of materials with a model-based inquiry approach*. In: *J Sci Educ Technol*, DOI 10.1007/s10956-014-9503-y. Published online (01 July 2014): Springer.
- Hess, K. K. (2008). *Developing and using learning progression as a scheme for measuring progress*. National Center for the Improvement of Educational Assessment/NCIEA, Dover, NH.
- Hess, K. K. (2010). Using learning progression to monitor progress across grades. *Science and Children*. 47(6): 57-61
- Hewson, P. W. (1992). *Conceptual change in science teaching and teacher education*. National Center for Educational Research, Documentation, and Assessment, Madrid, Spain. Pp. 1-15.
- InTASC. (2013). *Model core teaching standards and learning progression for teachers 1.0: A resource for ongoing teacher development*. Washington, DC.: Council of Chief State School Officers (CCSSO)

Rimba Hamid, 2017

**ANALISIS LEARNING PROGRESSION SISWA PADA PEMBELAJARAN LISTRIK DAN MAGNET DENGAN MODEL CONSTRUCTIVIST TEACHING SEQUENCES (CTS)**

Universitas Pendidikan Indonesia | repository.upi.edu | perpustakaan.upi.edu

- Jansoon, N., Coll, R. K., dan Somsook, E. (2009). Understanding mental models of Dilution in Thai Students. *International Journal of Environmental & Science Education*. 4(2): 147-168.
- Jia, Q. (2010). A Brief Study on the Implementation of Constructivism Teaching Theory on Classroom Teaching Reform in Basic Education. *International Education Studies*. 3(2), hlm. 197-199.
- Johnson-Laird, P. N. (1983). *Mental models: Towards a cognitive science of language, inference, and consciousness* (No. 6). Harvard University Press.
- Johnson-Laird, P. N. (2013), Mental Models and Cognitive Change. *Journal of Cognitive Psychology*, 25(2), hlm. 131-138.
- Jonassen, D.H.; Peck, K.L.; & Wilson, B.G. (1999). *Learning with Technology: A Constructivist Perspective*. Upper Saddle River, NJ: Merrill Publishing.
- Jones, A. Z. (2016). Ferromagnetism. [Online]. Diakses dari <http://physics.about.com/od/physicsetoh/fl/Ferromagnetism.htm>.
- Jones, M.G. and Brader-Araje, L. (2002). *The Impact of Constructivism on Education: Discourse, and Meaning*. 5(3).
- Kallunki, V. (2001). *From electrostatic to the circuits of the file: Experimentality and models in concept formation*. University of Helsinki, Department of Physics
- Kemendikbud, 2015. Rencana Strategis Kementerian Pendidikan dan Kebudayaan 2015-2019: *Pendidikan dan Kebudayaan sebagai Gerakan Pencerdasan dan Pembentukan Generasi Berjiwa Pancasila*.
- Kildan, A. O., Kurnaz, M. A., dan Ahi, B. (2013) Mental models of School for preschool children. In: *European Journal of Educational Research*, 2(2): 97-105.
- Koch, J. (2006). Relating Learning Theories to Pedagogy for Preservice Elementary Science Education (Chapter 6). In: Apleton, K. (Ed), *Elementary Science Teacher Education: International perspective on contemporary issue and practice*. pp. 91-106. London: Lawrence Erlbaum Associates, Publishers.

- Kristianti, T. (2016). *Representasi multiple bioinformatika dalam memfasilitasi conceptual change konsep biologi molekuler*. (Disertasi). Sekolah Pascasarjana, Universitas Pendidikan Indonesia, Bandung.
- Kucukozer, H. and Bostan, A. (2010). Ideas of kindergarten students on the day-night cycles, the seasons and the moon phases. *In: Journal of Theory and Practice in Education*. 6(2): 267-280.
- Kurnaz, M. A. and Eksi, C. (2015). An analysis of high school students' mental models of solid friction in physics. *In: Educational Science: Theory & Practice Journal*, 15(3): 787-795.
- Kurnaz, M.A., Kildan, A.O. and Ahl, B. (2013). Mental model of pre-school children regarding the sun, earth and moon. *In: The International Journal of Social Science*. 7(1): 136-143.
- Kurnaz, M. A. & Emen, A. Y. (2013). Mental model of the high school students related to the contraction of matter. *In: International Journal of Educational Research and Technology*, 4(1): 1-5.
- Lappi, O. (2013). Qualitative Quantitative and Experimental Concept Possession, Criteria for Identifying Conceptual Change in Science Education. *Science & Education*. 22(6): 1347-1359. DOI: 10.1007/s11191-012-9459-3
- Lee, Y. and Yaw, N. (2001). Exploration and promoting conceptual change in electrical concepts via ontological category shift. *International Journal of Science Education*, 23(2) 111-149.
- Lee, H-S. dan Liu, O.L. (2010). Assessing Learning Progressing of Energy Concepts Acrosss Middle School Grades: The Knowledge Integration Perspective. *Journal Science Education*. 94(4): 665-688
- Lehler, R. dan Scauble, L. (2015). Learning Progression: The Whole World is NOT a Stage. *Journal Science Education*. 99(3): 432-437.
- Leighton, J. & Gierl, M. (Eds). (2007). *Cognitive diagnostic assessment for education: theory and applications*. New York, NY: Cambridge University Press.
- Liebereman, M. D. (2000). Intuition: A social cognitive neuroscience approach. *Psychological Bulletin*, 126(1): 109-137.

- Linn, M. C. (2008). Teaching for conceptual change: Distinguish or Extinguish Ideas. In: S. Vosniadou (Ed), *International handbook of research on conceptual change* (pp. 694-722). New York: Routledge.
- Liu, C. C. & Chen, I. J. (2010). Evolution of Constructivism. *Journal of Contemporary Issues In Educatio Research*, 3(4): 63-66.
- Martin, D.J. (2009). *Elementary Science Methods: A Constructivist Approach*. 5<sup>th</sup> Edition. USA: Wadsworth Cengage Learning.
- McDonald K. and Gomes, J. (2013). Evaluating Student Preparedness and Conceptual Change in Introductory Biology Students Studying Gene Expression. *Journal of Transformative Leadership and Policy Studies*. 3(2): 21-34.
- Mellon, C. *Assessing Prior Knowledge* [Online]. Diakses dari <http://www.cmu.edu/teaching/assessment/priorknowledge/index.html>. [Diakses pada 3 Maret 2015].
- Meng-Fei Cheng, et al. (2014). Developing explanatory models of magnetic phenomena through model based inquiry. In: *Journal of Baltic Science Education*, 13(3): 351-360.
- Michael, J. A. (2004). Mental Model and Meaningful Learning. [Online]. Tersedia di: <http://www.utpjournals.com/jvme/tocs/311/1.pdf>. [Diakses pada 01 Maret 2015].
- Naab, L. dan Henry, D. (2009). Why StaticCling: Addressing common student misconception about static electricity and magnetism. *Science and Children*. 47(4): 32-36. National Science Teacher Association.
- Novak, J. D. (2013). Meaningful learning is the foundation for creativity. *Revista Qurriculum*, pp. 27-38; ISSN: 1130-5371
- National Research Council (2001). *Knowing what students know: The science and design of educational assessment*. Committee on the Foundations of Assessment, J. Pellegrino, R. Glaser, & N. Chudowsky (Eds.). Washington DC: National Academy Press
- Nersessian, N. J. (2008). Model mentaling conceptual change: Theory and practice. In: S. Vosniadou (Ed), *International handbook of research on conceptual change* (pp. 391-416). New York: Routledge

- Norman, D. A. (1983). Some observations on model mentals. In D. A. Gentner & A. L. Stevens (Eds), *Model mentals*. Hillsdale, NJ: Lawrence Erlbaum.
- Okoye, I. (2012). *Applying the theory of conceptual change to improve students' understanding of science concepts with an educational recommender system*. University of Colorado, USA.
- Olson, J.K. 2008. The science representation continuum: From concrete to abstract, finding the right balance of science representations is key to lasting understandings for students. *Journal of Science and Children* 46 (1): 52–55.
- Ozkan, G. and Selcuk, G. Z. (2012). How Effective “Conceptual Change Approach” in Teaching Physics?. *Journal of Educational and Instructional Studies in The World*. 2(2): 182-190.
- Park, J., Kim, I., Kim, M., & Lee, M. (2001). Analysis of students' processes of confirmation and falsification of their prior ideas about electrostatics. *International Journal of Science Education*, 23(12), 1219–1236.
- Pellegrino, J. W., Chudowsky, N., & Glaser, R. (2001). *Knowing what students know: The science and design of educational assessment*: National Academies Press.
- Pellegrino, J. W. (2010). The design of an assessment system for the race to the top: A learning science perspective on issues of growth and measurement. In: *Exploratory Seminar: Measurement Challenges Within the Race to the Top Agenda (2009)*. Educational Testing Service (ETS).
- Perry, C., Granger, J. N., Vonio-Dubiel, A., dan Yochum, H. (2016). Measuring Static Electricity: A classroom investigation to understand the triboelectric series. *Science Scope*. 39(7): 14-18, National Science Teacher Association.
- Pritchard, A. and Woollard, J. (2010). *Psychology for the Classroom: Constructivism and Social Learning*. London and New York. Routledge.
- Rapp, D. N. (2005). Model mentals: Theoretical issues for visualizations in science education. In: John K. Gilbert (Ed), *Visualization in science education* (pp.43-60). Netherlands: Springer.
- Radicio, H.G. and Sanchez, E. (2010). Making Instructional Explanations Effective: The role of learners' awareness of their misunderstanding. In: Milena Valencic Zuljan and Janez

- Vogrinc (Ed). *Facilitating effective student learning through teacher research and innovation*. (hlm. 277-296)
- Ravanis, K., Pantidos, P., and Vitoratos, E. (2010). *Mental representation of ninth grade students: The case of the properties of the magnetic fields*. In: *Journal of Baltic Science Education*. 9(1), 50-60.
- Redish, E. F. (1994). The implication of cognitive studies for teaching physics. In: *American Journal of Physics*, 62(6), 796-803. Maryland: College Park.
- Rubin, K., Plummer, J., Palma, C., Flarend, A., Spotts, H., McDonald, S., and Ong, Y. S. (2014). Assessing student progress along a Solar System Learning progression. *Science Scope*. 38(1): 27-33.
- Rupp, A. A., Templin, J., Henson, R. A. (2010). *Diagnostic measurement theory, methods and applications*. New York: The Guilford Press
- Sederberg, D., Latvala, A-L., Lindell, A., and Bryan, L. (2010). Progression students' mental model of magnetism across scale. [Online]. Tersedia di: [http://www.univ-reims.fr/site/evenement/girep-icpe-mptl-2010-reims-international-conference/gallery\\_files/site/1/90/4401/22908/29321/29450.pdf](http://www.univ-reims.fr/site/evenement/girep-icpe-mptl-2010-reims-international-conference/gallery_files/site/1/90/4401/22908/29321/29450.pdf).
- Sederberg, D., and Bryan, L. A. (2009). *Tracing a prospective learning progression for magnetism with implications at the nanoscale*. Paper presented at the Learning Progression in Science (LeaPS) Conference, June 2009, Iowa City, IA.
- Shavelson, R. J., and Kurpius, A. (2012). Reflexion on learning progression. In: A. C. Alonso and A. W. Gotwals (Ed), *Learning progression in science: Current challenges and future direction* (pp. 13-26). Sense Publishers.
- Silberman, M. L. (2014). *Active Learning: 101 cara belajar siswa aktif*, edisi revisi. Bandung: Nuansa Cendekia.
- Siew, N. M. (2013). Exploring Primary Science Teachers' Creativity and Attitudes through Response to Creative Question in University Physics Lesson. *British Journal of Education, Society & Behavioural Science*, 3(1), hlm. 93-108.
- Skosana, P. S. dan Monyai, R. B. (2013). The Teacher as a Catalytic Agent in the Implementation of the Curriculum. *International Journal of Humanities and Social Science Invention*, 2(9), hlm. 90-96.

- Songer, N. B. dan Ruiz-Primo, M. A. (2012). Assessment and science education: Our essential new priority?. *Journal of Research in Science Teaching*, 49 (6), hlm. 683-690.
- Stevens, S. Y., Shin, S., and Krajcik, J. S. (2009). *Towards a model for the development of an empirically tested learning progression*. Paper presented at the Learning Progression in Science (LeaPS) Conference, June 2009, Iowa City, IA.
- Sudiarta, I G P. (2005). Pengembangan Kompetensi Berpikir Divergen Dan Kritis Melalui Pemecahan Masalah Matematika *Open-Ended*. *Jurnal Pendidikan dan Pengajaran IKIP Negeri Singaraja*, No. 3 TH. XXXVIII.
- Sugiono.2009.*Metode Penelitian Pendekatan Kuantitatif, Kualitatif dan R & D*. Bandung: Alfa Beta.
- Surgenor, P. (2010). Teaching Toolkit: *How Student Learn 4*. Tersedia di: [www.ucd.ie/teaching](http://www.ucd.ie/teaching).
- Taber, K. S. (2011). Constructivism as educational theory: Contingency in learning, and optimally guided instruction (Chapter 2). In: Jaleh Hassakhah (Edt), *Educational Theory*. Pp. 39-61. Nova Science Publisher, Inc.
- Templin, J., & Henson, R. A. (2010). *Diagnostic measurement: Theory, methods, and applications*: Guilford Press.
- Thompson, J., Braaten, M., and Windschiti, M. (2009). *Learning progression as vision tools for advancing novice teacher's pedagogical performance*. Paper presented at the Learning Prosggression in Science (LeaPS) Conference, June 2009, Iowa City, IA.
- Traphagen, K. (2011). Strengthening science education: The power of more time to deepen inquiry and engagement. *Boston: National Center on Time & Learning*.
- Treagust, D. F. dan Duit, R. (2009). Multiple perspectives of conceptual change in science and the challenges ahead. *Journal of Science and Mathematics Education in Southeast Asia*, 32 (2): 89-104.

- Ultanir, E. (2012). An epistemological glance at the constructivist approach: Constructivist learning in Dewey, Piaget, and Montessori. *International Journal Instruction*, 5(2): 195-212.
- Van Der Veer, C. G., & Del Carmen Puerta Melguizo, M. (2003). Mental Model. In J.A.Jacko & A. Sears (Eds). *The human-computer interaction handbook: Fundamentals, evolving technologies, and emerging applications* (pp. 52-80). Uitgever: Lawrence Erlbaum & Associates.
- Vosniadou, S. (2001). *How children learn, Educational practices series-7*, The Academy of Education (IAE) and the International Bureau of Education (UNESCO)
- Vosniadou, S., Vamvakoussi, X., and Skopeliti, I. (2008). The framework theory approach to the problem of conceptual change. In: S. Vosniadou (Edt), *International handbook of research on conceptual change* (pp. 3-34). New York: Routledge.
- Vosniadou, S. & Brewer, W. F. (1992). Mental models of the earth: A study of conceptual change in childhood. *Cognitive Psychology*, 24(4), 535-585.
- Widodo, A. (2004). *Constructivist oriented lessons: The learning environment and the teaching sequences*. Frankfurt, Germany: Peter Lang.
- Wilson, M. (2009). Measuring progression: Assessment structures underlying a learning progression. *Journal of Research in Science Teaching*. Vol. 00, No. 0, PP. 1-15.
- Wilcox, J and Richey, L. R. (2012). May the magnetic force be with you: Using concrete activities to confront misconceptions about magnetism in the primary grades. *Journal of Science and Children* 50 (2): 62–67.
- Wilson, M. dan Carstensen, C. (2007). Assessment to improve learning in mathematics: *The BEAR Assessment System*. In: *Assessing Mathematical Proficiency*. MSRI Publication, Volume 53.