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Surreptitiously feeding education theory to physics students

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Physics is acknowledged to be one of the academic disciplines that students find the hardest, certainly to master but even simply to succeed in. Reasons proposed for this are varied but often incorporate the necessity of working in both the abstract (mathematical) and concrete (physical) realms and the need to transfer knowledge between these realms, while, at the same time, expending great cognitive effort to make sense of the physical world in many, often seemingly different and unrelated, contexts.

I have found the education theory of LCT (Legitimation Code Theory) and its concept of semantic waves to be a powerful explanatory device for this process. I briefly introduce this theory and then give examples of the ways in which I make these processes explicit to physics students during lectures.

Apply to be considered for a student ; award (Yes / No)?

No

Level for award;(Hons, MSc, PhD, N/A)?

N/A

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