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Intentional design of learning material for high school physics teaching based on physics education research

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This paper outlines a structured and intentional approach to the development of learning material for high school physics teaching. This approach is informed by the theory of cognitive apprenticeship and an understanding of cognitive load. The use of worked examples and multiple representations is also promoted. A list of the features that are important in learning material is provided, based on evidence from literature. This may be particularly useful to teachers designing learning material for the first time or for those interested in an approach to material development which is based on Physics Education Research.

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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