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People, Places, and Pets: Situating STEM Education in Youths’ Homes with their Pets

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“Our Evidence is No Good”: How Middle School English Learners and Students With Low Language Scores Successfully Engaged in Scientific Argument Critique

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Undergraduate students reasoning about genetic mechanisms

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Observing or Generating Solution Attempts in Problem Solving Prior to Instruction: Are the Preparatory Processes Comparable?

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Quantified Qualitative Analysis: Rubric Development and Inter-rater Reliability as Iterative Design

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Objects to Debug with: How Young Children Resolve Errors with Tangible Coding Toys

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Friends as Flowers: How Perspective-Taking and Empathy Transform Children’s Relationships to Science and Nature

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On the impact of differing content progressions in genetics on modeling practices

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Computational Bodies: Grounding Computational Thinking Practices in Embodied Gesture

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Fostering Students’ Cue Utilization in a Productive Failure Setting

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Changes in the Media Landscape in the Wake of COVID-19 as a Catalyst for Data Literacy Development thru Life Routines

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Capturing Learners’ Interactions with Multimedia Science Content Over Time during Game-based Learning

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Students’ Justifications for Epistemic Criteria for Good Scientific Models

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Are Community Relevant PBL Supports enough to Promote Epistemic Agency? Exploring Variation in Epistemic Pedagogical Practices in Science Classrooms

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Spreading GIS-Infused Instruction: A Cross-Case Comparison of Two Instructional Approaches

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Children and Parents Using Coordinated Multimodal Meaning Making During a Robot Coding Activity

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Bridging the Divide: Exploring Affordances for Interdisciplinary Learning

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The Tragedy of Lost Ideas: Examining Epistemic Injustice in Pair Programming

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Aesthetics of Authenticity for Teachers’ Data Set Preferences

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“That Was Mindblowing”: How Reading with a Social Robot Enhances Science Learning Experiences

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Distributed Argumentation for Politicization in an Activist Campaign

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Adapting a Choice-based STEAM Learning Program to Remote Learning: Barriers, Competing Priorities, and Design Considerations

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Students’ Conceptualizations of the Role of Evidence in Modeling

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Mathematical Physical Research: Mathematical agency in the practices of professional dancers

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A New Mixed-methods Study of Learning-at-disturbance in Experienced Designers

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Scaffolds to Advance Revision in Science: Meta-Cognitive Knowledge About Revision Versus Generating Content Understanding

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Pedagogical Communication Language in Video Lectures: Empirical Findings from Algebra Nation

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Coherence across conceptual and computational representations of students’ scientific models

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New views, new roles: How parents supported learning during the transition to remote learning

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Challenges in Interpreting Student Responses for Three-Dimensional Classroom Assessment

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Which Motivational Factors Predict Pre-Service Teachers’ Evidence-Informed Reasoning When Being Confronted With Teaching Problems?

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Growing Mindsets: Debugging by Design to Promote Students’ Growth Mindset Practices in Computer Science Class

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Developing Progressive Knowledge Building through Idea-Friend Maps and Opportunistic Collaboration

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Refining Student Thinking through Computational Modeling

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Computational Thinking through Body and Ego Syntonicity: Young Children’s Embodied Sense-Making Using A Programming Toy

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Interlocking Models as Sites of Modeling Practice and Conceptual Innovation

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Teacher Learning From Implementing an Instructional Design for Literary Argumentation

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Noticing, Understanding, and Encouraging Positive Engagement with Collaborative History Learning

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“Making it Culturally Relevant”: A Visual Learning Analytics System Supporting Teachers to Reflect on Classroom Equity

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Creative transfer and domain-specific knowledge: The effect of prior exposure

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Empowering students to be data literate: The design and implementation of a learning environment to foster critical data literacy

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Promoting Epistemic Understanding and Collective Knowledge Advancement through a Design Trajectory of Knowledge Building

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