

Visual Cues in a Video-Based Learning Environment: The Role of Prior Knowledge and its Effects on Eye Movement Measures

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

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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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Students' Justifications for Epistemic Criteria for Good Scientific Models

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Teacher Learning of Novel Computer Science Concepts and Practices: A Collaborative and Expansive Approach

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Coherence across conceptual and computational representations of students' scientific models

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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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Playful Discourse Practices in Guided Play Learning Environments

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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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Model-Based Reasoning with Immersive VR Simulations: Patterns of Use Grounded in Time and 3D Space

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Designing Simulation Module to Diagnose Misconceptions in Learning Natural Selection

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Interlocking Models as Sites of Modeling Practice and Conceptual Innovation

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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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Using Anticipatory Diagrammatic Self-explanation to Support Learning and Performance in Early Algebra

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