Exploring Students' Visual Conception of Matter and Its Implications to Teaching and Learning Chemistry

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Abstract : The study explored how students visualize the states and classifications of matter using scientific models. It also identified misconceptions of students in using scientific models. In general, high percentage of students was able to use scientific models correctly and only a little misconception was identified. From the result of the study, a teaching framework was formulated wherein scientific models should be employed in classroom instruction to visualize abstract concepts in chemistry and for better conceptual understanding.

Keywords : visual conception, scientific models, mental models, states of matter, classification of matter

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