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The Source and Impact of Student Preconceptions in Economics Principles Classes

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Highlights

- Using surveys and statistical techniques, we find that students enter beginning economics study with preconceptions.
- Using ordinal logistic regression, we find that these preconceptions are correlated with their previous learning and so should be addressed by instructors.
- Using ordinal logistic regression, we find that the students' preconceptions are correlated with their socio-economic background and so might be anticipated by the instructor.
- We offer three suggestions for how instructors can deal with biases and preconceptions in a principles class.

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