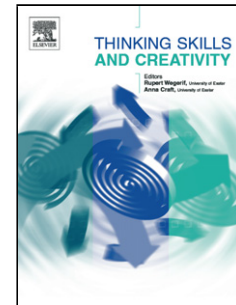


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Misconceptions and Knowledge-in-Pieces

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Future Teachers' Knowledge about Learning Strategies: Misconcepts and Knowledge-in-Pieces

Running head: Student teachers' knowledge about learning strategies

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Highlights

- Most student teachers show incoherent, partly misconceptual knowledge pieces
- They often do not differentiate between teaching strategies and learning strategies
- We found typical characteristics of knowledge-in-pieces (e.g., context sensitivity)
- We identified four subgroups of student teachers with specific knowledge patterns

Abstract

Although comprehension-oriented learning strategies are known to be important and teachable, teachers have been found to rarely assess and teach them well. A reason might be

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