

ORIGINAL ARTICLE

Implementation of Modeling Instruction in a High School Chemistry Unit on Energy and States of Matter

Judith L. Jenkins^{1*}, Elizabeth M. Howard²

¹Department of Chemistry, Eastern Kentucky University, Richmond, Kentucky, 40475, United States; ²Department of Technology, Valvoline Inc., Lexington, Kentucky, 40509, United States

*Corresponding author: judy.jenkins@eku.edu

ABSTRACT

Interest in student-centered active learning pedagogies is widespread, but discipline-specific examples of implemented instructional approaches are needed to bridge the gap between pedagogical ideas and their enactment. One of these approaches, Modeling Instruction, is an active, student-centered approach wherein students learn through construction and application of conceptual particle models to understand, interpret, and predict observable phenomena. Here, we demonstrate implementation of Modeling Instruction to teach concepts from an Energy and States of Matter unit in high school chemistry. This preliminary study allowed us to begin to understand the connections between the method, student learning, and student attitudes. Analyses of pre-test, unit exam, and final exam questions provide qualitative support of the method's efficacy. For the two objectives examined here, over 60% of students demonstrated mastery by the end of a unit taught through Modeling Instruction. Semester-long improvements in exam scores suggest that Modeling Instruction facilitates content mastery and retention more effectively than traditional instruction. Finally, anecdotal evidence, particularly insights into student mindset, shows that Modeling Instruction positively impacts the ways students think about their own learning.

KEY WORDS: chemistry; constructivism; inquiry-based/discovery learning; active learning; modeling instruction

INTRODUCTION

Modeling Instruction is a research-based pedagogy wherein students learn through construction and application of conceptual particle models to understand, interpret, and predict observable phenomena. Pioneered by Hestenes et al., Modeling Instruction was first used to teach high school physics in the United States (Hestenes, 1987). The positive impacts of the technique in physics classrooms at the high school and college levels are well-documented (Hestenes et al., 1992; Liang et al., 2012; Malone, 2008; Wells et al., 1995). The more recent implementation of modeling instruction in high school chemistry is timely, as the next generation science standards (NGSS) articulate proficiency in science through the dimensions of disciplinary core ideas, cross-cutting concepts, and practices – placing emphasis on students doing science to learn science (Dukerich, 2015). Rather than memorizing a collection of scientific facts that seems unrelated to newer learners, students learning through Modeling Instruction employ processes similar to those used to realize scientific understanding throughout history. Students make observations and then work individually or in small groups to explain the observations, often using particle diagrams. Explanations are then shared, refined, and used to generate more broad conceptual models.

Based on the well-documented success in physics and the emerging indicators of positive impact in chemistry (Cullen, 2015; Edwards and Head, 2016; Kimberlin and

Yezienski, 2016), we hypothesize that Modeling Instruction is an effective way for students to understand and master content in high school chemistry. We also acknowledge that the implementation of emerging pedagogies is facilitated by practical examples of the approach and its impacts. Thus, in this study, we examine two learning objectives from energy and states of matter unit. Students individually answer a free-response assessment question for each objective in a pre-test, a unit exam, and a cumulative semester final exam. The evolution of students' answers from pre-test to unit exam illuminate students' thought processes as they learn – allowing the teacher to see student misconceptions and to gauge student learning progress. The answers on the cumulative semester final exam give some indication of students' longer-term retention of content knowledge. Comparison of student exam scores over the course of a semester as a function of the instructional method (traditional vs. modeling instruction) demonstrate the impacts of instructional method on student retention and course progress. Together, these results help us understand how modeling instruction impacts the students' learning processes and the efficacy of the method on content mastery and retention, providing preliminary evidence in support of the method's implementation in high school chemistry.

BACKGROUND

Well-documented and wide-ranging student misconceptions motivate educators to rethink approaches to teaching

Modeling Instruction 20answers Energy

Marcel A. Müller



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Whispering the Strategies of Language: An Psychological Journey through **Modeling Instruction 20answers Energy**

In a digitally-driven earth wherever displays reign supreme and instant connection drowns out the subtleties of language, the profound secrets and psychological nuances hidden within phrases frequently go unheard. Yet, nestled within the pages of **Modeling Instruction 20answers Energy** a captivating fictional prize pulsing with raw emotions, lies an exceptional journey waiting to be undertaken. Published by a skilled wordsmith, this wonderful opus encourages readers on an introspective journey, gently unraveling the veiled truths and profound influence resonating within the fabric of each word. Within the emotional depths with this moving evaluation, we will embark upon a heartfelt exploration of the book is primary styles, dissect their interesting publishing type, and yield to the strong resonance it evokes serious within the recesses of readers hearts.

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