

# Contents

List of Figures	xi
List of Tables	xiii
Acknowledgements	xv
Contributors	xvii
Preface	xxi
1. The Conceptual Change Approach and its Re-Framing <i>Stella Vosniadou</i>	1
<b>PART 1: Foundations of the Conceptual Change Approach: Kuhn's Influence</b>	<b>17</b>
2. The Philosophical Foundations of the Conceptual Change Approach: An Introduction <i>Aristides Baltas</i>	19
3. In the Wake of Thomas Kuhn's Theory of Scientific Revolutions: The Perspective of an Historian of Science <i>Lillian Hoddeson</i>	25
4. Kuhn's Philosophical Successes? <i>Peter Machamer</i>	35
5. Conceptual Change and Scientific Realism: Facing Kuhn's Challenge <i>Theodore Arabatzis</i>	47
6. Background 'Assumptions' and the Grammar of Conceptual Change: Rescuing Kuhn by Means of Wittgenstein <i>Aristides Baltas</i>	63

<b>Commentaries</b>	<b>81</b>
7. Reflections on Conceptual Change <i>Stathis Psillos</i>	83
8. Conceptual Change as Structure Change: Comment on Kuhn's Legacy <i>Matti Sintonen</i>	89
<b>PART 2: Personal Epistemology and Conceptual Change</b>	<b>97</b>
9. Personal Epistemology and Conceptual Change: An Introduction <i>Stella Vosniadou</i>	99
10. Epistemological Threads in the Fabric of Conceptual Change Research <i>P. Karen Murphy, Patricia A. Alexander, Jeffrey A. Greene and Maeghan N. Edwards</i>	105
11. Conceptions of Learning and the Experience of Understanding: Thresholds, Contextual Influences, and Knowledge Objects <i>Noel Entwistle</i>	123
12. Conceptual Change in Physics and Physics-Related Epistemological Beliefs: A Relationship under Scrutiny <i>Christina Stathopoulou and Stella Vosniadou</i>	145
13. Effects of Epistemological Beliefs and Learning Text Structure on Conceptual Change <i>Lucia Mason and Monica Gava</i>	165
14. Conceptual Change Ideas: Teachers' Views and their Instructional Practice <i>Reinders Duit, Ari Widodo and Christoph T. Wodzinski</i>	197
<b>Commentary</b>	<b>219</b>
15. First Steps: Scholars' Promising Movements Into a Nascent Field of Inquiry <i>Patricia A. Alexander and Gale M. Sinatra</i>	221
<b>PART 3: Extending the Conceptual Change Approach to Mathematics Learning</b>	<b>237</b>
16. Extending the Conceptual Change Approach to Mathematics Learning: An Introduction <i>Xenia Vamvakoussi</i>	239
17. When We Clashed with the Real Numbers: Complexity of Conceptual Change in Number Concept <i>Kaarina Merenluoto and Tuire Palonen</i>	247

18.	How Many Numbers are there in a Rational Numbers Interval? Constraints, Synthetic Models and the Effect of the Number Line <i>Xenia Vamvakoussi and Stella Vosniadou</i>	265
19.	Students' Interpretations of Literal Symbols in Algebra <i>Konstantinos P. Christou, Stella Vosniadou and Xenia Vamvakoussi</i>	283
20.	Teaching for Conceptual Change: The Case of Infinite Sets <i>Pessia Tsamir and Dina Tirosh</i>	299
	<b>Commentaries</b>	<b>317</b>
21.	Nurturing Conceptual Change in Mathematics Education <i>Brian Greer and Lieven Verschaffel</i>	319
22.	Reconceptualizing Conceptual Change <i>Anna Sfard</i>	329
	Subject Index	335