

Lost in Science - on the role of creativity, exploration, and mistakes in biology education

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Most scaffolding literature suggests that novice learners should receive detailed and explicit instructions. In this talk I will argue otherwise, namely, that novice learners benefit more from implicit support for exploration in authentic inquiry. Using examples from my work in science education, I will suggest forms of task and feedback that contribute to robust learning. I will also demonstrate the positive impact of exploration on motivations and attitudes, and describe how interactive technologies can support such meaningful learning at scale.



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