

ABSTRACT

Concept Mapping: A Strategy to Detect and Address Form Four Students' Alternative Conceptions About Electricity and Magnetism

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This study sought to gain insights and understandings on the use of concept mapping to detect and address the alternative conceptions of nine Form Four students on the unit of Electricity and Magnetism taught in an Integrated Science class at a secondary school in Trinidad and Tobago. Data were collected through interviews, observations, and document analysis. Among the findings were that: 1) the students held many alternative conceptions about the unit, 2) their conceptions gradually changed as the unit progressed, and 3) the students expressed both positive and negative feelings regarding their views on concept mapping.

Keywords: Science education; Concept formation; Concept teaching; Teaching methods; Concept mapping; Secondary schools students; Electricity; Magnetism; Trinidad and Tobago