

EDITORIAL

MISCONCEPTIONS IN CHEMISTRY

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Misconceptions, also referred to as students' naïve ideas, children's ideas, alternative conceptions, have been considered as challenges primarily because many of them are highly resistant to change or alteration at least by traditional teaching methods. The research studies of alternative conceptions about chemical phenomena and concepts have been done with students of all ages and grade levels, including graduate chemistry teachers.

The findings support that the conceptions are held by significant proportions of the respondents and are not a function of a particular age group. Traditional teaching, testing and examining in chemistry often does not challenge these conceptions and students can hold them and still be quite successful in the usual tests and examinations.

The three articles in this issue of the AJCE specifically deal with misconceptions and the corresponding instructional strategies in different contexts.

Enjoy reading them!

SJIF IMPACT FACTOR EVALUATION [SJIF 2012 = 3.963]

SJIF IMPACT FACTOR EVALUATION [SJIF 2013 = 4.567]

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