

Report from the Field

Writing as a Mediator for Conceptual Change: A Targeted Activity to Help Students Uncover Their Misconceptions in an Introductory Physics Class

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This report addresses a writing assignment redesigned to determine how well physics students developed a more complex conceptual framework regarding models of friction. The assignment instructed students to read research articles examining *other students'* misconceptions of friction and then to compose an essay in response to specific prompts about their own concepts of friction as a result of the readings. Essays were then evaluated with respect to sentence structure and use of lexicon to identify whether and to what extent conceptual change occurred in students' understanding of friction.

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