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A Framework for Understanding Physics Instruction in Secondary and Undergraduate Courses JACOB CLARK BLICKENSTAFF, Western Washington University — As physics curricula are revised to implement techniques widely understood to be effective, instructors and students may react negatively to the changes in methods. Based on observations, interviews and document analysis in three very different physics courses, a general framework for physics instruction is proposed. Understanding how both traditional and reformed curricula are implemented in high school and undergraduate physics classes can reveal key discontinuities between the intended and actual effects.

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