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Thinking Patterns that Student Teachers Use Concerning Ecological Equilibrium Issues

*Safa Z. Al-Kilani**

ABSTRACT

The study examines thinking patterns used by student teachers concerning ecological equilibrium issues and how such patterns are related to the pre-conceptual knowledge and ability to conceptual change.

Viewpoints were elicited from 114 student teachers, (50) from the elementary stage and (64) from the junior high stage.

Research findings showed four thinking patterns: correct coherent (5%), correct unjustified (7%), coherent incorrect (45%) and incorrect and inconsistent (43%). Research findings also showed that science student teachers from the junior high stage tend to give incorrect coherent answers (56%), while those from the elementary stage tend to give inconsistent and incorrect answers (60%); besides, student teachers who give incorrect and coherent answers had succeeded in making a conceptual change. The study findings showed that students should be encouraged to take into consideration all dimensions of the problem in their judgment.

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Keywords: Thinking patterns, Student Teachers, Ecological equilibrium.