

Students' Prior Knowledge: A Need to Untangle?

In order to understand your course concepts, CSUN students need to *make connections* with something they already know. But what if what they *know* is incorrect? Don't we first need to uncover, untangle, and correct these misconceptions about our discipline before students can learn new information?

The Plan

Ponder the question above, then ask your students to respond to a few questions in writing early this semester.

Here are some examples from your CSUN colleagues:

Answer and explain: Can atoms reproduce? Does uniform motion require constant force? Do we see things because light travels from our eyes to the objects at which we are looking? [Elizabeth Nagy, Geological Sciences]

What comes to mind when you are asked about Latin America and its people? [Patricia Juarez-Dappe, History]

What are feminism, gender, and social construction? [R. Dianne Bartlow, Women's Studies]

What is a myth? [Amir Hussian, Religious Studies]

Studies show that "more lawsuits are filed per capita in the United States than in any other country in the world." In 250 words or less, evaluate the effect that this trend may have on American society and, in particular, American business. [Kiren Dosanjh Zucker, Business Law]

(a) Is the weather in the San Fernando Valley a contributing factor in causing earthquakes? Explain. (b) The geological processes that form oil and natural gas have been occurring on Earth for at least a billion years and are still occurring today. Why, then, are oil and gas called non-renewable resources. [Vicki Pedone, Geological Sciences]

Food for thought!

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