

















































































































































































































































































































































































































































Finley, F. (2009). Indigenous Environmental Knowledge: A source for science curriculum from Thailand. Second National Workshop on Science and IKS, page 51 – 53. University of the Western Cape, RSA.

Fleer, M. (1999). Children's alternative views: alternative to what? *International Journal of Science Education*, 21(2), 119 – 135.

Gunstone, R. and White, R. (2000). *Goals, methods and achievements of research in science education*. In R. Millar, J. Leach and J. Osborne (eds) *Improving science education: The contribution of research*. pp. 293-307. Buckingham: Open University Press.

Guthrie, R. (2003). Contiguity theory. <http://tip.psychology.org/guthrie.html>. 1-5.

Hall, C. B. and Sampson, V. (2009). Helping Students Learn Important Concepts and Practices: Inquiry, Argumentation and the phases of the moon. *Science Scope*, April/May 2009.

Hamza, K. M. and Wickman, P. S. (2007). *Designing and Analyzing Learning in Action: An Empirical Study of Misconceptions in Learning Science*. Wiley Interscience (<http://www.interscience.wiley.com>).



Hartmann-Petersen, R. (2001). *Science and Technology Education in Africa*. Ed. by R. Hartmann-Petersen. Science Publishers & New Africa Education Publishing, Cape Town.

Hewson M.G., & Hewson P.W. (2003). The effect of students' prior knowledge and conceptual change strategies on science learning. *Journal of Research in Science Teaching*, 40, S87-S98.

Hewson, M.G. (1988). The ecological context of knowledge: Implications for teaching science in the third world. *Journal of Curriculum Studies*, 20(4), 317-327.

Hewson, P. W & Hewson, M. G. (1988). An appropriate conception of teaching science. A view from studies of science learning. *Science Education*, 72(5), 597- 614.

Jansen, J. and Christie, P. (1999). *Changing the curriculum: Studies based on outcomes-based education in South Africa*. Kenwyn: Juta & Co., Ltd.

Jegede, O.J. (1995). Co-lateral learning and the eco-paradigm in science and mathematics education in Africa. *Studies in Science Education*. 25, 97 – 137.

































































