



Disciplinary Intuitions and the Design of Learning Environments

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This book introduces the concept of disciplinary intuitions, and foregrounds the tacit proto-understandings and sensings as distinct from prior knowledge.

It explores the design of curricula and technology-augmented learning environments for more enduring understanding, and in doing so, initiates a provocative debate into contemporary understandings of curriculum design with regards the nature of intuitions as varying across traditional subject domains.



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