

Downloadmaterial zum Beitrag „EvoChange‘ – ein Concept-Comic zur Humanevolution“ – MINT Zirkel 1-2025

Quellen

Avraamidou, L.; Osborne, J. (2009). The role of narrative in communicating science. *International Journal of Science Education*, 31(12), 1683–1707. <https://doi.org/10.1080/09500690802380695>

Baalmann, W.; Frerichs, V.; Weitzel, H.; Gropengießer, H.; Kattmann, U. (2004). Schülervorstellungen zu Prozessen der Anpassung – Ergebnisse einer Interviewstudie im Rahmen der Didaktischen Rekonstruktion. *Zeitschrift für Didaktik der Naturwissenschaften*, 10(1), 7–28. <https://doi.org/10.25656/01:31604>

Bishop, B.A.; Anderson, C.W. (1990). Student conceptions of natural selection and its role in evolution. *Journal of research in science teaching*, 27(5), 415–427. <https://doi.org/10.1002/tea.3660270503>

de Hosson, C.; Bordenave, L.; Daures, P.-L.; Décamp, N.; Hache, C.; Horoks, J.; Guediri, N.; Matalliotaki-Fouchaux, E. (2018). Communicating science through the Comics & Science Workshops: the Sarabandes research project. *Journal of Science Communication*, 17(2), A03. <https://doi.org/10.22323/2.17020203>

Eichhorn-Johannsen, M.; Krüger, D. (2005). Schülervorstellungen zur Evolution – eine quantitative Studie. *Zeitschrift für Didaktik der Biologie (ZDB)-Biologie Lehren und Lernen*, 14, 23–48. <https://doi.org/10.4119/zdb-1664>

Gresch, H.; Martens, M. (2019). Teleology as a tacit dimension of teaching and learning evolution: A sociological approach to classroom interaction in science education. *Journal of Research in Science Teaching*, 56(3), 243–269. <https://doi.org/10.1002/tea.21518>

Gropengießer, H.; Kattmann, U. (2023). Didaktische Rekonstruktion. In H. Gropengießer und U. Harms (Hrsg.): *Fachdidaktik Biologie*. Hannover: Klett/Kallmeyer.

Hewson, P.W.; Hewson, M.G.A.B. (1984). The role of conceptual conflict in conceptual change and the design of science instruction. *Instructional Science*, 13, 1–13. <https://doi.org/10.1007/BF00051837>

Kattmann, U. (2022). *Schüler besser verstehen: Alltagsvorstellungen im Biologieunterricht* (2. aktualisierte Auflage). Hallbergmoos: Aulis Verlag.

Kattmann, U.; Groß, J. (2007). Aspekt Evolution. *Unterricht Biologie*, 31(329), 19–23.

Keller, F.; Oechslin, D. (2013). Information comics: Risks and pitfalls. In R.G. Weiner (Hrsg.): *Graphic novels and comics in the classroom: Essays on the educational power of sequential art* (S. 184–199). Jefferson, USA: McFarlands.

Keogh, B.; Naylor, S. (1999). Concept cartoons, teaching and learning in science: an evaluation. *International Journal of Science Education*, 21(4), 431–446. <https://doi.org/10.1080/09500699290642>

Lee, G.; Byun, T. (2012). An explanation for the difficulty of leading conceptual change using a counterintuitive demonstration: The relationship between cognitive conflict and responses. *Research in Science Education*, 42, 943–965. <https://doi.org/10.1007/s11165-011-9234-5>

Özdemir, E.; Eryilmaz, A. (2019). Comics in science teaching: A case of speech balloon completing activity for heat related concepts. *Journal of Inquiry Based Activities*, 9(1), 37–51.

Reinisch, B.; Helbig, K.; Krüger, D. (2020). *Biologiedidaktische Vorstellungsforschung*. Berlin, Heidelberg: Springer.

Rowell, J.A.; Dawson, C.J. (1983). Laboratory counterexamples and the growth of understanding in science. *European Journal of Science Education*, 5(2), 203–215. <https://doi.org/10.1080/0140528830050208>

Stavy, R. (1991). Using analogy to overcome misconceptions about conservation of matter. *Journal of Research in Science Teaching*, 28(4), 305–313. <https://doi.org/10.1002/tea.3660280404>

Vosniadou, S. (1994). Capturing and modeling the process of conceptual change. *Learning and Instruction*, 4(1), 45–69. [https://doi.org/10.1016/0959-4752\(94\)90018-3](https://doi.org/10.1016/0959-4752(94)90018-3)

Weitzel, H.; Betzitza, U. (2016). Anpassung oder Angepasstheit? Das Verständnis von Evolutionsmechanismen diagnostizieren. *Unterricht Biologie* 50, 32–37.

Jun.-Prof. Dr. Nadine Tramowsky, Kilian Häßler, Tom Jungbluth, Prof. Dr. Denis Messig