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## Prospective Teachers' Perceptions of Science Theories: An Action Research Study

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### ABSTRACT

This study investigates prospective teachers' conceptions of science theories before and after instruction. Instruction focused specifically on prospective teachers' misconceptions that theories are not used to predict, that laws are more important than theories, and that theories are simply hunches. The action research investigation was successful in helping students accommodate new information presented in the lesson and facilitated their understanding towards the accepted explanation of what a theory in science means; however, the vernacular misconception that "theories are hunches" persisted.

### KEYWORDS

Nature of Science; Theory; Prospective Teachers; Science Misconceptions

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