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**Student Modelers.**

Interact. Learn. Environ. 4, No. 3, 199-217 (1994).

Presents an argument for learner-centered modeling tools and approaches that take into account students' conceptions. Based on a theoretical argument for the interplay of grounded activity and systematic inquiry, the article reports on a study of an integrated science and mathematics high school class that investigated modeling activities. (ERIC)

*Classification:* M13

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