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research about and engage in teaching with visual data. The book begins by examining how the brain functions with respect to processing visual data, then explores models of conceptual frameworks, which then leads into how related ideas are actuated in education settings ranging from elementary science classrooms to college environments. As a whole, this book fosters a more coherent image of the multifaceted process of science teaching and learning that is informed by current understandings of science knowledge construction, the scientific enterprise, and the millennium student as they relate to visual data.

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