



















[16] Stavy R., and Stachel D., (1985). Children's ideas about "solid" and "liquid". *European Journal of Education*, 7, p. 407-421

[17] Vosniadou S., and Mason L., (2012). "Conceptual Change induced by Instruction: A Complex Interplay of Multiple Factors". In K.R. Harris, S. Graham & T. Urdan (Editors-in-Chief), *APA Educational Handbook. Vol. 2: Individual Differences and Cultural and Contextual Factors*. American Psychological Association.

[18] Vosniadou S., Vamvakousi X., and Skopeliti E. (2008). "The Framework Theory Approach to the Problem of Conceptual Change" Chapter in S. Vosniadou (Ed.), *International Handbook of Research on Conceptual Change* (pp. 3-34). New York, NY: Routledge.

[19] Wiser M., Frazier K., and Fox V., (2013). "At the Beginning was Amount of Material: A Learning Progression for Matter for Early Elementary Grades", Chapter in Book "*Concepts of Matter in Science Education*", Springer Series "Innovations in Science Education and Technology", Editors Tsapralis, Sevian, Springer Dordrecht Heidelberg New York London, Vol. 19

[20] Wiser M., and Smith C., (2008). "Teaching about matter in grades K-8: When should the atomic-molecular theory be introduced?" Chapter in *International Handbook of Research on Conceptual Change*, Edited by Stella Vosniadou