Erratum to: Effect of Current Electricity Simulation Supported Learning on the Conceptual Understanding of Elementary and Secondary Teachers

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A revised version of Abstract is presented here to correct errors in the originally published version.

Abstract This study examined the impact of computer simulation-supported science learning on the conceptual understanding of elementary and secondary teachers ($N = 40$). Pre/Post-tests were used to measure the teachers' concept attainment. Overall, there was a significant and large knowledge difference effect from Pre- to Post-test. Two interesting interactions were observed during the data analysis. The first was the difference between

elementary and secondary teachers. Both groups had significant gains, with large effect sizes, but the elementary teachers (pre-mean = 3.70, post-mean = 7.51) started lower and ended higher exhibiting a significantly larger gain than the secondary teachers (pre-mean = 4.96, post-mean = 6.71). The second interaction was the impact of gender. Both groups showed significant gains, with large effect sizes, but females (pre-mean = 3.90, post-mean = 7.21) gained significantly more than males (pre-mean = 5.13, post-mean = 7.01). These results confirm that computer simulation supported science learning can have a positive effect on concept attainment in teachers.

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