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Correction: Students' epistemological resources and framing of stoichiometry assessment items across linguistic backgrounds: insights for equitable design

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Correction for 'Students' epistemological resources and framing of stoichiometry assessment items across linguistic backgrounds: insights for equitable design' by Anna Eunji Kim *et al.*, *Chem. Educ. Res. Pract.*, 2026, <https://doi.org/10.1039/d5rp00395d>.

The authors regret that references 1, 5, 14, 17, 25 and 26 were incorrect in the original article. The correct references are shown below as ref. 1–6. Citations in the article to Lee and Orgill (2021) should read Lee and Orgill (2022).

The Royal Society of Chemistry apologises for these errors and any consequent inconvenience to authors and readers.

References

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