

Introduction to the Learning Sciences (EDUC4089) (XX4W27)

View Online



[1]

Anderson, J.R. et al. 1985. Intelligent tutoring systems. *Intelligent tutoring systems*. 228, 4698 (1985), 456-462. DOI:<https://doi.org/10.1126/science.228.4698.456>.

[2]

Azevedo, R. and Hadwin, A.F. 2005. Scaffolding Self-regulated Learning and Metacognition – Implications for the Design of Computer-based Scaffolds. *Instructional Science*. 33, 5-6 (Nov. 2005), 367-379. DOI:<https://doi.org/10.1007/s11251-005-1272-9>.

[3]

Bruckman, A. 2000. Situated Support for Learning: Storm's Weekend With Rachael. *Journal of the Learning Sciences*. 9, 3 (Jul. 2000), 329-372. DOI:https://doi.org/10.1207/S15327809JLS0903_4.

[4]

Cohen, D.K. 1990. A Revolution in One Classroom: The Case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*. 12, 3 (Jan. 1990), 311-329. DOI:<https://doi.org/10.3102/01623737012003311>.

[5]

Crowley, K. et al. 2001. Shared scientific thinking in everyday parent-child activity. *Science Education*. 85, 6 (Nov. 2001), 712-732. DOI:<https://doi.org/10.1002/sce.1035>.

[6]

Crowley, K. et al. 2001. Shared scientific thinking in everyday parent-child activity. *Science Education*. 85, 6 (Nov. 2001), 712–732. DOI:<https://doi.org/10.1002/sce.1035>.

[7]

Davis, P. et al. 2015. "Whoa! We're going deep in the trees!": Patterns of collaboration around an interactive information visualization exhibit. *International Journal of Computer-Supported Collaborative Learning*. 10, 1 (Mar. 2015), 53–76. DOI:<https://doi.org/10.1007/s11412-015-9209-z>.

[8]

Delpit, L.D. 1988. The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. *Harvard Educational Review*. 58, 3 (1988), 280–298.

[9]

diSessa, A.A. and Sherin, B.L. 2006. What Changes in Conceptual Change? *International journal of science education*. 20, 10 (2006), 1155–1191. DOI:<https://doi.org/doi.org/10.1080/0950069980201002>.

[10]

Easterday, M.W. et al. 2016. The logic of the theoretical and practical products of design research. *Australasian Journal of Educational Technology*. (Jul. 2016). DOI:<https://doi.org/10.14742/ajet.2464>.

[11]

Edelson, D.C. 2001. Learning-for-use: A framework for the design of technology-supported inquiry activities. *Journal of Research in Science Teaching*. 38, 3 (2001), 355–385.

[12]

Georghiades, P. 2004. From the general to the situated: three decades of metacognition. *International Journal of Science Education*. 26, 3 (Feb. 2004), 365–383. DOI:<https://doi.org/10.1080/0950069032000119401>.

[13]

Greeno, J.G. and Goldman, S.V. 1998. Chapter 7, Cultivating Conceptual Change with Benchmark Lessons. Thinking practices in mathematics and science learning. Lawrence Erlbaum Associates. 155-188.

[14]

Henning, J.E. et al. 2008. Designing Discussions: Four Ways to Open Up a Dialogue. *The Social Studies*. 99, 3 (May 2008), 122-126. DOI:<https://doi.org/10.3200/TSSS.99.3.122-126>.

[15]

Herrenkohl, L.R. et al. 1999. Developing Scientific Communities in Classrooms: A Sociocognitive Approach. *Journal of the Learning Sciences*. 8, 3-4 (Jul. 1999), 451-493. DOI:<https://doi.org/10.1080/10508406.1999.9672076>.

[16]

Hu-Pei Au, K. 1980. Participation Structures in a Reading Lesson with Hawaiian Children: Analysis of a Culturally Appropriate Instructional Event. *Anthropology & Education Quarterly*. 11, 2 (1980), 91-115.

[17]

Lee, C.D. 2001. Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students. *American Educational Research Journal*. 38, 1 (Jan. 2001), 97-141. DOI:<https://doi.org/10.3102/00028312038001097>.

[18]

Lee, C.D. 2003. Toward A Framework for Culturally Responsive Design in Multimedia Computer Environments: Cultural Modeling as a Case. *Mind, Culture, and Activity*. 10, 1 (Feb. 2003), 42-61. DOI:https://doi.org/10.1207/S15327884MCA1001_05.

[19]

Lehrer, R. and Shumow, L. 1997. Aligning the Construction Zones of Parents and Teachers for Mathematics Reform. *Cognition and Instruction*. 15, 1 (1997), 41–83.

[20]

Lepper, M.R. 1988. Motivational Considerations in the Study of Instruction. *Cognition and Instruction*. 5, 4 (Dec. 1988), 289–309. DOI:https://doi.org/10.1207/s1532690xci0504_3.

[21]

Loewenberg Ball, D. and Feiman-Nemser, S. 1988. Using Textbooks and Teachers' Guides: A Dilemma for Beginning Teachers and Teacher Educators. *Curriculum Inquiry*. 18, 4 (1988), 401–423.

[22]

L.S. Vygotskiĭ 1978. Chapter 6, Interaction between learning and development. *Mind in society: the development of higher psychological processes*. Harvard University Press. 79–91.

[23]

Miller, G.A. 2003. The cognitive revolution: a historical perspective. *Trends in Cognitive Sciences*. 7, 3 (Mar. 2003), 141–144. DOI:[https://doi.org/10.1016/S1364-6613\(03\)00029-9](https://doi.org/10.1016/S1364-6613(03)00029-9).

[24]

Moore, J. 2011. Behaviorism. *The Psychological Record*. 61, 3 (Jul. 2011), 449–463. DOI:<https://doi.org/10.1007/BF03395771>.

[25]

Norman, D.A. 2013. Chapter 1, The psychopathology of everyday things. *The design of everyday things*. MIT Press. 1–36.

[26]

Norman, D.A. 1980. Twelve Issues for Cognitive Science. *Cognitive Science*. 4, 1 (Jan. 1980), 1–32. DOI:https://doi.org/10.1207/s15516709cog0401_1.

[27]

Palincsar, A.S. and Herrenkohl, L.R. 2002. Designing Collaborative Learning Contexts. *Theory Into Practice*. 41, 1 (Feb. 2002), 26–32. DOI:https://doi.org/10.1207/s15430421tip4101_5.

[28]

Palincsar, A.S. and Herrenkohl, L.R. 2002. Designing Collaborative Learning Contexts. *Theory Into Practice*. 41, 1 (Feb. 2002), 26–32. DOI:https://doi.org/10.1207/s15430421tip4101_5.

[29]

Papleontiou-louca, E. 2003. The concept and instruction of metacognition. *Teacher Development*. 7, 1 (Mar. 2003), 9–30. DOI:<https://doi.org/10.1080/13664530300200184>.

[30]

Patten, J. van et al. 1986. A Review of Strategies for Sequencing and Synthesizing Instruction. *Review of Educational Research*. 56, 4 (1986), 437–471.

[31]

Quintana, C. et al. 2005. A Framework for Supporting Metacognitive Aspects of Online Inquiry Through Software-Based Scaffolding. *Educational Psychologist*. 40, 4 (Dec. 2005), 235–244. DOI:https://doi.org/10.1207/s15326985ep4004_5.

[32]

Rosebery, A.S. et al. 1992. Appropriating Scientific Discourse: Findings From Language Minority Classrooms. *Journal of the Learning Sciences*. 2, 1 (Jan. 1992), 61–94. DOI:https://doi.org/10.1207/s15327809jls0201_2.

[33]

Sawyer, R.K. 2014. The Cambridge handbook of the learning sciences. Cambridge University Press.

[34]

Sherin, B. et al. 2004. Scaffolding Analysis: Extending the Scaffolding Metaphor to Learning Artifacts. *Journal of the Learning Sciences*. 13, 3 (Jul. 2004), 387-421. DOI:https://doi.org/10.1207/s15327809jls1303_5.

[35]

Smith, B.K. et al. 2006. Facilitating narrative medical discussions of type 1 diabetes with computer visualizations and photography. *Patient Education and Counseling*. 64, 1-3 (2006), 313-321. DOI:<https://doi.org/10.1016/j.pec.2006.03.011>.

[36]

Smith III, J.P. et al. 1994. Misconceptions Reconceived: A Constructivist Analysis of Knowledge in Transition. *Journal of the Learning Sciences*. 3, 2 (Apr. 1994), 115-163. DOI:https://doi.org/10.1207/s15327809jls0302_1.

[37]

On Conceptual Metaphor and the Flora and Fauna of Mind: Commentary on Brookes and Etkina; and Jeppsson, Haglund, and Amin. On Conceptual Metaphor and the Flora and Fauna of Mind: Commentary on Brookes and Etkina; and Jeppsson, Haglund, and Amin.