Introduction to the Learning Sciences (EDUC4089) (XX4W27)

[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.

[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.