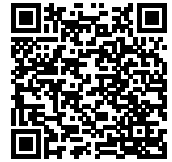


Introduction to the Learning Sciences (EDUC4089) (XX4W27)

[View Online](#)

Anderson, John R., et al. 'Intelligent Tutoring Systems'. *Intelligent Tutoring Systems*, vol. 228, no. 4698, 1985, pp. 456–62, <https://doi.org/10.1126/science.228.4698.456>.

Azevedo, Roger, and Allyson F. Hadwin. 'Scaffolding Self-Regulated Learning and Metacognition – Implications for the Design of Computer-Based Scaffolds'. *Instructional Science*, vol. 33, nos 5–6, Nov. 2005, pp. 367–79, <https://doi.org/10.1007/s11251-005-1272-9>.

Bruckman, Amy. 'Situated Support for Learning: Storm's Weekend With Rachael'. *Journal of the Learning Sciences*, vol. 9, no. 3, July 2000, pp. 329–72, https://doi.org/10.1207/S15327809JLS0903_4.

Cohen, D. K. 'A Revolution in One Classroom: The Case of Mrs. Oublier'. *Educational Evaluation and Policy Analysis*, vol. 12, no. 3, Jan. 1990, pp. 311–29, <https://doi.org/10.3102/01623737012003311>.

Crowley, Kevin, et al. 'Shared Scientific Thinking in Everyday Parent-Child Activity'. *Science Education*, vol. 85, no. 6, Nov. 2001, pp. 712–32, <https://doi.org/10.1002/sce.1035>.

———. 'Shared Scientific Thinking in Everyday Parent-Child Activity'. *Science Education*, vol. 85, no. 6, Nov. 2001, pp. 712–32, <https://doi.org/10.1002/sce.1035>.

Davis, Pryce, et al. '"Whoa! We're Going Deep in the Trees!": Patterns of Collaboration around an Interactive Information Visualization Exhibit'. *International Journal of Computer-Supported Collaborative Learning*, vol. 10, no. 1, Mar. 2015, pp. 53–76, <https://doi.org/10.1007/s11412-015-9209-z>.

Delpit, Lisa D. 'The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children.' *Harvard Educational Review*, vol. 58, no. 3, 1988, pp. 280–98, <https://search.proquest.com/docview/212264098?accountid=8018>.

diSessa, Andrea A., and Bruce L. Sherin. 'What Changes in Conceptual Change?' *International Journal of Science Education*, vol. 20, no. 10, 2006, pp. 1155–91, <https://doi.org/doi.org/10.1080/0950069980201002>.

Easterday, Matthew Wayne, et al. 'The Logic of the Theoretical and Practical Products of Design Research'. *Australasian Journal of Educational Technology*, July 2016, <https://doi.org/10.14742/ajet.2464>.

Edelson, Daniel C. 'Learning-for-Use: A Framework for the Design of Technology-Supported

Inquiry Activities'. *Journal of Research in Science Teaching*, vol. 38, no. 3, 2001, pp. 355–85.

Georghiades, Petros. 'From the General to the Situated: Three Decades of Metacognition'. *International Journal of Science Education*, vol. 26, no. 3, Feb. 2004, pp. 365–83, <https://doi.org/10.1080/0950069032000119401>.

Greeno, James G., and Shelley V. Goldman. 'Chapter 7, Cultivating Conceptual Change with Benchmark Lessons'. *Thinking Practices in Mathematics and Science Learning*, Lawrence Erlbaum Associates, 1998, pp. 155–88, <https://ebookcentral.proquest.com/lib/nottingham/reader.action?docID=1166478&ppg=166>.

Henning, John E., et al. 'Designing Discussions: Four Ways to Open Up a Dialogue'. *The Social Studies*, vol. 99, no. 3, May 2008, pp. 122–26, <https://doi.org/10.3200/TSSS.99.3.122-126>.

Herrenkohl, Leslie Rupert, et al. 'Developing Scientific Communities in Classrooms: A Sociocognitive Approach'. *Journal of the Learning Sciences*, vol. 8, nos 3–4, July 1999, pp. 451–93, <https://doi.org/10.1080/10508406.1999.9672076>.

Hu-Pei Au, Kathryn. 'Participation Structures in a Reading Lesson with Hawaiian Children: Analysis of a Culturally Appropriate Instructional Event'. *Anthropology & Education Quarterly*, vol. 11, no. 2, 1980, pp. 91–115, <http://www.jstor.org/stable/3216582>.

Lee, Carol D. 'Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students'. *American Educational Research Journal*, vol. 38, no. 1, Jan. 2001, pp. 97–141, <https://doi.org/10.3102/00028312038001097>.

Lee, Carol D. 'Toward A Framework for Culturally Responsive Design in Multimedia Computer Environments: Cultural Modeling as a Case'. *Mind, Culture, and Activity*, vol. 10, no. 1, Feb. 2003, pp. 42–61, https://doi.org/10.1207/S15327884MCA1001_05.

Lehrer, Richard, and Lee Shumow. 'Aligning the Construction Zones of Parents and Teachers for Mathematics Reform.' *Cognition and Instruction*, vol. 15, no. 1, 1997, pp. 41–83, <http://www.jstor.org/stable/3233755>.

Lepper, Mark R. 'Motivational Considerations in the Study of Instruction'. *Cognition and Instruction*, vol. 5, no. 4, Dec. 1988, pp. 289–309, https://doi.org/10.1207/s1532690xci0504_3.

Loewenberg Ball, Deborah, and Sharon Feiman-Nemser. 'Using Textbooks and Teachers' Guides: A Dilemma for Beginning Teachers and Teacher Educators.' *Curriculum Inquiry*, vol. 18, no. 4, 1988, pp. 401–23, <http://www.jstor.org/stable/1179386>.

L.S. Vygotskiĭ. 'Chapter 6, Interaction between Learning and Development'. *Mind in Society: The Development of Higher Psychological Processes*, Harvard University Press, 1978, pp. 79–91, <https://ebookcentral.proquest.com/lib/nottingham/detail.action?docID=3301299>.

Miller, George A. 'The Cognitive Revolution: A Historical Perspective'. *Trends in Cognitive*

Sciences, vol. 7, no. 3, Mar. 2003, pp. 141–44,
[https://doi.org/10.1016/S1364-6613\(03\)00029-9](https://doi.org/10.1016/S1364-6613(03)00029-9).

Moore, J. 'Behaviorism'. *The Psychological Record*, vol. 61, no. 3, July 2011, pp. 449–63,
<https://doi.org/10.1007/BF03395771>.

Norman, Donald A. 'Chapter 1, The Psychopathology of Everyday Things'. *The Design of Everyday Things*, Rev. and Expanded ed, MIT Press, 2013, pp. 1–36,
<https://contentstore.cla.co.uk/secure/link?id=36a46993-9b82-e711-80cb-005056af4099>.

———. 'Twelve Issues for Cognitive Science'. *Cognitive Science*, vol. 4, no. 1, Jan. 1980, pp. 1–32, https://doi.org/10.1207/s15516709cog0401_1.

'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*, <http://www.tandfonline.com/doi/full/10.1080/09500693.2015.1025248>.

Palincsar, Annemarie Sullivan, and Leslie Rupert Herrenkohl. 'Designing Collaborative Learning Contexts'. *Theory Into Practice*, vol. 41, no. 1, Feb. 2002, pp. 26–32,
https://doi.org/10.1207/s15430421tip4101_5.

———. 'Designing Collaborative Learning Contexts'. *Theory Into Practice*, vol. 41, no. 1, Feb. 2002, pp. 26–32, https://doi.org/10.1207/s15430421tip4101_5.

Papleontiou-louca, Eleonora. 'The Concept and Instruction of Metacognition'. *Teacher Development*, vol. 7, no. 1, Mar. 2003, pp. 9–30,
<https://doi.org/10.1080/13664530300200184>.

Patten, James van, et al. 'A Review of Strategies for Sequencing and Synthesizing Instruction.' *Review of Educational Research*, vol. 56, no. 4, 1986, pp. 437–71,
<http://www.jstor.org/stable/1170341>.

Quintana, Chris, et al. 'A Framework for Supporting Metacognitive Aspects of Online Inquiry Through Software-Based Scaffolding'. *Educational Psychologist*, vol. 40, no. 4, Dec. 2005, pp. 235–44, https://doi.org/10.1207/s15326985ep4004_5.

Rosebery, Ann S., et al. 'Appropriating Scientific Discourse: Findings From Language Minority Classrooms'. *Journal of the Learning Sciences*, vol. 2, no. 1, Jan. 1992, pp. 61–94,
https://doi.org/10.1207/s15327809jls0201_2.

Sawyer, R. Keith. *The Cambridge Handbook of the Learning Sciences*. 2nd ed, Cambridge handbooks in psychology, Cambridge University Press, 2014,
<https://doi.org/10.1017/CBO9781139519526>. Electronic resource.

Sherin, Bruce, et al. 'Scaffolding Analysis: Extending the Scaffolding Metaphor to Learning Artifacts'. *Journal of the Learning Sciences*, vol. 13, no. 3, July 2004, pp. 387–421,
https://doi.org/10.1207/s15327809jls1303_5.

Smith, Brian K., et al. 'Facilitating Narrative Medical Discussions of Type 1 Diabetes with Computer Visualizations and Photography'. *Patient Education and Counseling*, vol. 64, nos

1-3, 2006, pp. 313-21, <https://doi.org/10.1016/j.pec.2006.03.011>.

Smith III, John P., et al. 'Misconceptions Reconceived: A Constructivist Analysis of Knowledge in Transition'. *Journal of the Learning Sciences*, vol. 3, no. 2, Apr. 1994, pp. 115-63, https://doi.org/10.1207/s15327809jls0302_1.