Introduction to the Learning Sciences (EDUC4089) (XX4W27)

View Online



1.

Moore J. Behaviorism. The Psychological Record. 2011 Jul;61(3):449-463.

2.

Smith III JP, diSessa AA, Roschelle J. Misconceptions Reconceived: A Constructivist Analysis of Knowledge in Transition. Journal of the Learning Sciences. 1994 Apr;3(2):115–163.

З.

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 [Internet]. Available from:

http://www.tandfonline.com/doi/full/10.1080/09500693.2015.1025248

4.

Norman DA. Chapter 1, The psychopathology of everyday things. The design of everyday things [Internet]. Rev. and expanded ed. Cambridge, Mass: MIT Press; 2013. p. 1–36. Available from:

https://contentstore.cla.co.uk/secure/link?id=36a46993-9b82-e711-80cb-005056af4099

5.

diSessa AA, Sherin BL. What Changes in Conceptual Change? International journal of science education. 2006;20(10):1155–1191.

Greeno JG, Goldman SV. Chapter 7, Cultivating Conceptual Change with Benchmark Lessons. Thinking practices in mathematics and science learning [Internet]. Mahwah, N.J.: Lawrence Erlbaum Associates; 1998. p. 155–188. Available from: https://ebookcentral.proquest.com/lib/nottingham/reader.action?docID=1166478&ppg=16 6

7.

Norman DA. Twelve Issues for Cognitive Science. Cognitive Science. 1980 Jan;4(1):1–32.

8.

Miller GA. The cognitive revolution: a historical perspective. Trends in Cognitive Sciences. 2003 Mar;7(3):141-144.

9.

L.S. Vygotskii. Chapter 6, Interaction between learning and development. Mind in society: the development of higher psychological processes [Internet]. Cambridge, Mass: Harvard University Press; 1978. p. 79–91. Available from: https://ebookcentral.proquest.com/lib/nottingham/detail.action?docID=3301299

10.

Crowley K, Callanan MA, Jipson JL, Galco J, Topping K, Shrager J. Shared scientific thinking in everyday parent-child activity. Science Education. 2001 Nov;85(6):712–732.

11.

Crowley K, Callanan MA, Jipson JL, Galco J, Topping K, Shrager J. Shared scientific thinking in everyday parent-child activity. Science Education. 2001 Nov;85(6):712–732.

12.

Sherin B, Reiser BJ, Edelson D. Scaffolding Analysis: Extending the Scaffolding Metaphor to Learning Artifacts. Journal of the Learning Sciences. 2004 Jul;13(3):387–421.

13.

Davis P, Horn M, Block F, Phillips B, Evans EM, Diamond J, Shen C. "Whoa! We're going deep in the trees!": Patterns of collaboration around an interactive information visualization exhibit. International Journal of Computer-Supported Collaborative Learning. 2015 Mar;10(1):53–76.

14.

Anderson JR, Boyle CF, Reiser BJ. Intelligent tutoring systems. Intelligent tutoring systems. 1985;228(4698):456–462.

15.

Georghiades P. From the general to the situated: three decades of metacognition. International Journal of Science Education. 2004 Feb 27;26(3):365–383.

16.

Papleontiou-louca E. The concept and instruction of metacognition. Teacher Development. 2003 Mar;7(1):9–30.

17.

Sawyer RK. The Cambridge handbook of the learning sciences [Internet]. 2nd ed. New York: Cambridge University Press; 2014. Available from: https://doi.org/10.1017/CBO9781139519526

18.

Quintana C, Zhang M, Krajcik J. A Framework for Supporting Metacognitive Aspects of Online Inquiry Through Software-Based Scaffolding. Educational Psychologist. 2005 Dec;40(4):235–244.

Azevedo R, Hadwin AF. Scaffolding Self-regulated Learning and Metacognition – Implications for the Design of Computer-based Scaffolds. Instructional Science. 2005 Nov;33(5–6):367–379.

20.

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

21.

Palincsar AS, Herrenkohl LR. Designing Collaborative Learning Contexts. Theory Into Practice. 2002 Feb;41(1):26–32.

22.

Hu-Pei Au K. Participation Structures in a Reading Lesson with Hawaiian Children: Analysis of a Culturally Appropriate Instructional Event. Anthropology & Education Quarterly [Internet]. 1980;11(2):91–115. Available from: http://www.jstor.org/stable/3216582

23.

Loewenberg Ball D, Feiman-Nemser S. Using Textbooks and Teachers' Guides: A Dilemma for Beginning Teachers and Teacher Educators. Curriculum Inquiry [Internet]. 1988;18(4):401–423. Available from: http://www.jstor.org/stable/1179386

24.

Bruckman A. Situated Support for Learning: Storm's Weekend With Rachael. Journal of the Learning Sciences. 2000 Jul;9(3):329–372.

25.

Cohen DK. A Revolution in One Classroom: The Case of Mrs. Oublier. Educational Evaluation and Policy Analysis. 1990 Jan 1;12(3):311–329.

Delpit LD. The Silenced Dialogue: Power and Pedagogy in Educating Other People's Children. Harvard Educational Review [Internet]. 1988;58(3):280–298. Available from: https://search.proquest.com/docview/212264098?accountid=8018

27.

Henning JE, Nielsen LE, Henning MC, Schulz EU. Designing Discussions: Four Ways to Open Up a Dialogue. The Social Studies. 2008 May;99(3):122–126.

28.

Herrenkohl LR, Palincsar AS, DeWater LS, Kawasaki K. Developing Scientific Communities in Classrooms: A Sociocognitive Approach. Journal of the Learning Sciences. 1999 Jul;8(3–4):451–493.

29.

Lee CD. Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students. American Educational Research Journal. 2001 Jan;38(1):97–141.

30.

Lee CD. Toward A Framework for Culturally Responsive Design in Multimedia Computer Environments: Cultural Modeling as a Case. Mind, Culture, and Activity. 2003 Feb;10(1):42–61.

31.

Lehrer R, Shumow L. Aligning the Construction Zones of Parents and Teachers for Mathematics Reform. Cognition and Instruction [Internet]. 1997;15(1):41–83. Available from: http://www.jstor.org/stable/3233755

32.

Lepper MR. Motivational Considerations in the Study of Instruction. Cognition and Instruction. 1988 Dec;5(4):289–309.

Palincsar AS, Herrenkohl LR. Designing Collaborative Learning Contexts. Theory Into Practice. 2002 Feb;41(1):26-32.

34.

Rosebery AS, Warren B, Conant FR. Appropriating Scientific Discourse: Findings From Language Minority Classrooms. Journal of the Learning Sciences. 1992 Jan;2(1):61–94.

35.

Smith BK, Frost J, Albayrak M, Sudhakar R. Facilitating narrative medical discussions of type 1 diabetes with computer visualizations and photography. Patient Education and Counseling. 2006;64(1–3):313–321.

36.

Patten J van, Chao CI, Reigeluth CM. A Review of Strategies for Sequencing and Synthesizing Instruction. Review of Educational Research [Internet]. 1986;56(4):437–471. Available from: http://www.jstor.org/stable/1170341

37.

Easterday MW, Rees Lewis DG, Gerber EM. The logic of the theoretical and practical products of design research. Australasian Journal of Educational Technology. 2016 Jul 11;