

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.
3.
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.

6.

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=166>

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. Vygotskiĭ. 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.

19.

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.

26.

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.

33.

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;