

Introduction to the Learning Sciences (EDUC4089) (XX4W27)

View Online



1.

Moore, J. Behaviorism. The Psychological Record **61**, 449–463 (2011).

2.

Smith III, J. P., diSessa, A. A. & Roschelle, J. Misconceptions Reconceived: A Constructivist Analysis of Knowledge in Transition. Journal of the Learning Sciences **3**, 115–163 (1994).

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.

4.

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

5.

diSessa, A. A. & Sherin, B. L. What Changes in Conceptual Change? International journal of science education **20**, 1155–1191 (2006).

6.

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

7.

Norman, D. A. Twelve Issues for Cognitive Science. *Cognitive Science* **4**, 1–32 (1980).

8.

Miller, G. A. The cognitive revolution: a historical perspective. *Trends in Cognitive Sciences* **7**, 141–144 (2003).

9.

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

10.

Crowley, K. et al. Shared scientific thinking in everyday parent-child activity. *Science Education* **85**, 712–732 (2001).

11.

Crowley, K. et al. Shared scientific thinking in everyday parent-child activity. *Science Education* **85**, 712–732 (2001).

12.

Sherin, B., Reiser, B. J. & Edelson, D. Scaffolding Analysis: Extending the Scaffolding Metaphor to Learning Artifacts. *Journal of the Learning Sciences* **13**, 387–421 (2004).

13.

Davis, P. 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* **10**, 53–76 (2015).

14.

Anderson, J. R., Boyle, C. F. & Reiser, B. J. Intelligent tutoring systems. *Intelligent tutoring systems* **228**, 456–462 (1985).

15.

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

16.

Papleontiou-louca, E. The concept and instruction of metacognition. *Teacher Development* **7**, 9–30 (2003).

17.

Sawyer, R. K. *The Cambridge handbook of the learning sciences*. vol. Cambridge handbooks in psychology (Cambridge University Press, 2014).

18.

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

19.

Azevedo, R. & Hadwin, A. F. Scaffolding Self-regulated Learning and Metacognition – Implications for the Design of Computer-based Scaffolds. *Instructional Science* **33**, 367–379 (2005).

20.

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

21.

Palincsar, A. S. & Herrenkohl, L. R. Designing Collaborative Learning Contexts. *Theory Into Practice* **41**, 26–32 (2002).

22.

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

23.

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

24.

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

25.

Cohen, D. K. A Revolution in One Classroom: The Case of Mrs. Oublier. *Educational Evaluation and Policy Analysis* **12**, 311–329 (1990).

26.

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

27.

Henning, J. E., Nielsen, L. E., Henning, M. C. & Schulz, E. U. Designing Discussions: Four Ways to Open Up a Dialogue. *The Social Studies* **99**, 122–126 (2008).

28.

Herrenkohl, L. R., Palincsar, A. S., DeWater, L. S. & Kawasaki, K. Developing Scientific Communities in Classrooms: A Sociocognitive Approach. *Journal of the Learning Sciences* **8**, 451–493 (1999).

29.

Lee, C. D. Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students. *American Educational Research Journal* **38**, 97–141 (2001).

30.

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

31.

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

32.

Lepper, M. R. Motivational Considerations in the Study of Instruction. *Cognition and Instruction* **5**, 289–309 (1988).

33.

Palincsar, A. S. & Herrenkohl, L. R. Designing Collaborative Learning Contexts. *Theory Into Practice* **41**, 26–32 (2002).

34.

Rosebery, A. S., Warren, B. & Conant, F. R. Appropriating Scientific Discourse: Findings From Language Minority Classrooms. *Journal of the Learning Sciences* **2**, 61–94 (1992).

35.

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

36.

Patten, J. van, Chao, C.-I. & Reigeluth, C. M. A Review of Strategies for Sequencing and Synthesizing Instruction. *Review of Educational Research* **56**, 437–471 (1986).

37.

Easterday, M. W., Rees Lewis, D. G. & Gerber, E. M. The logic of the theoretical and practical products of design research. *Australasian Journal of Educational Technology* (2016) doi:10.14742/ajet.2464.