

# Introduction to the Learning Sciences (EDUC4089) (XX4W27)

View Online



1.

Moore, J.: Behaviorism. *The Psychological Record*. 61, 449–463 (2011).  
<https://doi.org/10.1007/BF03395771>.

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).  
[https://doi.org/10.1207/s15327809jls0302\\_1](https://doi.org/10.1207/s15327809jls0302_1).

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*. pp. 1–36. MIT Press, Cambridge, Mass (2013).

5.

diSessa, A.A., Sherin, B.L.: What Changes in Conceptual Change? *International journal of science education*. 20, 1155–1191 (2006).  
<https://doi.org/doi.org/10.1080/0950069980201002>.

6.

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

7.

Norman, D.A.: Twelve Issues for Cognitive Science. *Cognitive Science*. 4, 1–32 (1980). [https://doi.org/10.1207/s15516709cog0401\\_1](https://doi.org/10.1207/s15516709cog0401_1).

8.

Miller, G.A.: The cognitive revolution: a historical perspective. *Trends in Cognitive Sciences*. 7, 141–144 (2003). [https://doi.org/10.1016/S1364-6613\(03\)00029-9](https://doi.org/10.1016/S1364-6613(03)00029-9).

9.

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

10.

Crowley, K., Callanan, M.A., Jipson, J.L., Galco, J., Topping, K., Shrager, J.: Shared scientific thinking in everyday parent-child activity. *Science Education*. 85, 712–732 (2001). <https://doi.org/10.1002/sce.1035>.

11.

Crowley, K., Callanan, M.A., Jipson, J.L., Galco, J., Topping, K., Shrager, J.: Shared scientific thinking in everyday parent-child activity. *Science Education*. 85, 712–732 (2001). <https://doi.org/10.1002/sce.1035>.

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). [https://doi.org/10.1207/s15327809jls1303\\_5](https://doi.org/10.1207/s15327809jls1303_5).

13.

Davis, P., Horn, M., Block, F., Phillips, B., Evans, E.M., 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*. 10, 53–76 (2015). <https://doi.org/10.1007/s11412-015-9209-z>.

14.

Anderson, J.R., Boyle, C.F., Reiser, B.J.: Intelligent tutoring systems. *Intelligent tutoring systems*. 228, 456–462 (1985). <https://doi.org/10.1126/science.228.4698.456>.

15.

Georghiades, P.: From the general to the situated: three decades of metacognition. *International Journal of Science Education*. 26, 365–383 (2004). <https://doi.org/10.1080/0950069032000119401>.

16.

Papleontiou-louca, E.: The concept and instruction of metacognition. *Teacher Development*. 7, 9–30 (2003). <https://doi.org/10.1080/13664530300200184>.

17.

Sawyer, R.K.: *The Cambridge handbook of the learning sciences*. Cambridge University Press, New York (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). [https://doi.org/10.1207/s15326985ep4004\\_5](https://doi.org/10.1207/s15326985ep4004_5).

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). <https://doi.org/10.1007/s11251-005-1272-9>.

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). [https://doi.org/10.1207/s15430421tip4101\\_5](https://doi.org/10.1207/s15430421tip4101_5).

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). [https://doi.org/10.1207/S15327809JLS0903\\_4](https://doi.org/10.1207/S15327809JLS0903_4).

25.

Cohen, D.K.: A Revolution in One Classroom: The Case of Mrs. Oublier. *Educational Evaluation and Policy Analysis*. 12, 311–329 (1990). <https://doi.org/10.3102/01623737012003311>.

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).  
<https://doi.org/10.3200/TSSS.99.3.122-126>.

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). <https://doi.org/10.1080/10508406.1999.9672076>.

29.

Lee, C.D.: Is October Brown Chinese? A Cultural Modeling Activity System for Underachieving Students. *American Educational Research Journal*. 38, 97–141 (2001).  
<https://doi.org/10.3102/00028312038001097>.

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).  
[https://doi.org/10.1207/S15327884MCA1001\\_05](https://doi.org/10.1207/S15327884MCA1001_05).

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). [https://doi.org/10.1207/s1532690xci0504\\_3](https://doi.org/10.1207/s1532690xci0504_3).

33.

Palincsar, A.S., Herrenkohl, L.R.: Designing Collaborative Learning Contexts. *Theory Into Practice*. 41, 26–32 (2002). [https://doi.org/10.1207/s15430421tip4101\\_5](https://doi.org/10.1207/s15430421tip4101_5).

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). [https://doi.org/10.1207/s15327809jls0201\\_2](https://doi.org/10.1207/s15327809jls0201_2).

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). <https://doi.org/10.1016/j.pec.2006.03.011>.

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). <https://doi.org/10.14742/ajet.2464>.