

Index

- Abrahamson, D., 325, 330–331, 363
 absolute accuracy, 71
 absolutist epistemology, 444
 abstract concepts, 360–361
 abstract formalisms, 32
 abstraction
 in geometric thinking, 550
 as simulated action, 360–362
 abstract knowledge, 11, 25
 abstract vs. embodied understanding, 353–354
 academically productive talk, 129–130
 Academic Talk, 449
 accessible fabrication, 341
 accountability, 739–740
 accountable talk, 129–130, 196, 197
 accuracy, in calibration research, 71
 achievement
 assessment of, 234
 levels of, 238–239
 motivation and, 671–672
 prediction of, 71
 of student performance, 243
 acquisitionism framework, 546–547
 acquisition metaphor, 495–496
 activation-elaboration hypothesis, 302
 activity structures, 51, 403
 activity systems
 classroom examples, 137
 cognitive trail in, 142
 communities of practice in, 128–129, 130
 conceptual domain, 141
 contextualizing in, 133
 defined, 128
 development of, 130–131
 distributed cognition in, 138–139
 expansive framing, 133, 138
 expansivity notion in, 131–132
 forms of, 136
 functional/formal concept distinction, 140–141
 general model of, 131
 for individual learners, 136–138
 learning object in, 133–135
 mechanisms of phenomena, 139
 modes of movement, 142–143
 norms of interaction and, 137
 practice concepts in, 128–129
 properties hypothesis, 139–140
 role of subject in, 132–133
 situated perspective, 143–144
 student participation in, 137–139
 task analysis example, 131
 ACT-R Theory, 256
 Adams, M. M., 678–679
 adaptive expertise, 688
 adaptive learning offerings, 731–732
 addition strategy, 174–175, 187
 additive strategy, in history learning, 596
 administrators, 4
 adult literacy, 606
 “The Adventures of Jasper Woodbury,” 21–22, 34–35, 218
 AERA/APA/NCME Standards, 240–241
 African American Rhetorical Tradition, 694
 Agamanolis, S., 349
 age-graded classrooms, 731–732
 agent-based modeling (ABM), 324, 330–331
 agent-environment dynamics, 361
 Ainley, J., 676–677
 Ainley, M., 673, 676–677
 Algebra Project (AP), 698–699
 Alibali, M. W., 28, 36, 178
 alignment, 101
 Allen, S., 464
 Alridge, D. P., 598
 alternate reality games (ARGs), 388.
 See also videogames
 Alvarez, H., 692
 Amabile, T. M., 638
 American pragmatism, 26–27
 Amershi, S., 258–259
 analysis
 in geometric thinking, 550
 levels of, 28–29
 analytical strategy, in history learning, 596
 analytics. *See* educational data mining (EDM);
 learning analytics (LA)
 anchoring upward, 133
 anchors, 141
 Anderson, N. C., 129–130

- Andriessen, J., 446
 Angelillo, C., 688
 animated pedagogical agents (APAs), 536–537
 anthropological methods, influence of, 14
 Antle, A., 350
 Apache Hadoop, 255
 applications/app stores, 726
 Appollonia, S., 326
 apprenticeship. *See also* cognitive apprenticeship
 schooling as replacement for, 109
 teaching methods of, 113
 traditional vs. cognitive, 109–111
 Arcavi, A., 172, 179–180
 Arduino microprocessor, 341, 342, 343–344
 Arena, D. A., 382
ArgueGraph, 511
 arguing to learn
 asynchronous forums in, 450
 as collaborative process, 439–440, 455
 computer-mediated communication in, 449–450
 in cultural/social context, 446–447
 dialogical space in, 442
 dialogue game theory and, 448–449
 in electronic environments, 447–448
 framing activities, 446–447
 learning mechanisms in, 442
 medium types, 456
 reasoning skills in, 443–444
 research requirements, 455
 role adoption in, 449
 scaffolding in, 447–448, 455
 schema use, 455
 scientific education and, 453–455
 in small groups, 444–445
 teachers' role in, 451–453, 456
 theoretical forums, 450
 user interfaces in, 456
 visual argument maps in, 450–453
 argumentation
 articulation and, 442
 collaborative, 33–34, 445–446
 commitments in, 445–446
 conceptual change and, 442
 critical discussion in, 445
 as dialogue, 441
 elements of, 440–441
 epistemological theories and, 444, 456
 explanation opportunities in, 442
 explanatory inquiry in, 445
 learning and, 447
 in learning sciences, 439
 in literary criticism, 617–618
 pseudoevidence in, 443–444
 school-based forms of, 446–447
 skill development, 442–443
 argument maps, 450–453
 argument schema, 444–445
 Argunaut (learning system), 451–453
 Arici, A., 385–386
 Aristotle, 440
 Arroyo, I., 263–264
 articulation
 argumentation and, 442
 in cognitive apprenticeship, 112t6.1, 114
 educational value of, 9–10
 in PBL, 306
 reflection and, 10–11, 48, 49
 research on, 121–123
 artifacts
 in arts learning, 631
 conceptual change and, 362–363
 development of, 289–291, 346–347
 embedded activity structures, 51
 in mathematics education, 553
 mediating activity in, 362–363
 physical, 346–347, 631
 artificial intelligence
 CAI systems, 11
 conferences on, 15
 CSCL and, 484–486
 disillusionment with, 25–26
 distributed cognition emphasis in, 26
 “Artificial Intelligence in Education” (AIED)
 conferences, 14–15
 arts learning
 assessment in, 638–639
 audiences' role, 637
 constructivism in, 631
 creativity in, 634–636
 critique in, 637–638
 dance training, 630
 “design fixation” in, 636
 design thinking in, 634–636
 detyfication in, 633, 640
 digital media in, 630–631, 634
 disciplinary research, 629–631
 drama/process-oriented drama, 629–630
 expert approach in, 628
 features of, 626
 history of, 626, 627–629
 identity processes in, 632–633, 640
 in informal settings, 636
 in K-12 environments, 626
 language development in, 633
 learning environments for, 636
 learning outcomes, 626–627
 learning sciences and, 639–641
 as multi-disciplinary, 627
 musical training, 630
 narrative arts production, 629, 634
 neuroimaging data and, 628
 representations in, 628, 631–632, 640

- role playing opportunities, 639
- sociocultural perspective, 639–640
- studio structures in, 636
- transfer studies, 628
- visual arts development, 629, 636
- Arts Propel, 124
- Ash, D., 226
- assessment
 - accountability and, 739–740
 - in arts learning, 638–639
 - to assist learning, 233–234
 - balanced system of, 245–247
 - for classrooms, 241–243
 - cognition corner in, 236
 - coherence in, 247
 - comprehensiveness in, 246–247
 - as continuous, 247
 - as controversial issue, 233
 - design of, 239–240, 249
 - as evidentiary reasoning, 235–237
 - formative use of, 233–234
 - future research suggestions for, 249
 - of individual achievement, 234
 - individualized, 738
 - interpretation vertex in, 237
 - large-scale, 243–244
 - learning progression in, 237–239
 - in learning sciences research, 248–250
 - mandated curriculum and, 242
 - measurement models, 244–245
 - observation vertex in, 236–237
 - preservice/professional development and, 242–243
 - of problem-based learning, 310
 - of programs/institutions, 234
 - proximity of, 234–235
 - psychometric models, 244–245
 - purpose/context of, 233, 234–235
 - standardized, 738
 - summative use of, 234
 - triangle of, 235–237
 - validity of, 240–241
- ASSISTments, 717–718
- association rule mining, 260
- Asterhan, C. S., 451–452
- Asthma in My Community (science module), 581
- asynchronous forums, 450
- ATLAS.ti™, 221–222
- audiences’ role, in arts education, 637
- Augmented Reality (AR), 288, 346–347, 512
- Australian Council for Educational Research, 247
- Ausubel, D. P., 44n1
- authentic assessment, 638–639
- authentic disciplinary practices, 34–35
- authentic knowledge creation, 398
- authentic practices, 4–6
- authentic problems, 403
- authoritative information, 401–402
- Autistic Spectrum (ASD), 351
- automated procedural knowledge, 65–66
- avatar log visualizer (ALV), 533
- Azevedo, F., 77
- backing, in argumentation, 440–441
- Baker, M., 421, 442
- Baker, R. S. J. d., 254, 255–257, 259, 260, 263–264
- Ball, A., 633, 694
- Ball, D., 707–708, 716
- Bang, M., 659–660
- Baquedano-Lopez, P., 692
- Barab, S. A., 152, 153–154, 385–386
- Barber, Michael, 727–728
- Barrett, C. B., 159
- Barron, B., 204–205, 225
- Barrows, H. S., 303, 309
- Barth-Cohen, L. A., 323
- Bartle, R., 384–385
- Bartlett, E. J., 611, 614
- Batson, Gregory, 216
- Bayesian Knowledge Tracing (BKT), 258, 262, 264–265
- bay odyans* discourse practice, 693
- BCCI (Building Cultural Capacity for Innovation), 411–412
- BEAR assessment system (Wilson and Sloane), 247
- Beck, I. L., 611–612
- Beers, P. J., 421
- behaviorist theories
 - in CAI systems, 11
 - in instructionist curricula/design, 9, 47
- Beitzel B. D., 218, 224–225
- belief change, 99
- Bell, B. S., 72–73
- Bell, Philip, 454
- Belmont, M. J., 673
- belonging, sense of, 690
- Belvedere (learning system), 450–451
- Ben-Naim, D., 260
- Bereiter, C., 113–114, 196, 483, 496
- Berman, P., 655
- Bermudez, A., 599
- Berthouze, N., 349
- Bielaczyk, K., 403
- Binks, M., 361–362
- biological knowledge, emergence of, 97–98, 103–104
- Biology Guided Inquiry Learning Environment (BGuILE), 122
- Blachman, B. A., 609–610
- Blackboard, 263

- blocked practice, 30–31
- Blumenfeld, P. C., 673
- Blumer, H. G., 27
- bodily action, 361
- body augmentation, 346–347
- body of scientific knowledge. *See* science/scientific knowledge
- Boekaerts, M., 681
- Bol, L., 71
- Booth, W., 616
- Borko, H., 710
- Boshuizen, H., 421
- Bowers, J., 136–137, 138, 140–141
- Brabham, E. G., 610–611
- Bradley, L., 608, 609
- Bredin, N., 591
- Brereiter, C., 122
- Breuleux, A., 712
- Bridges, S. M., 303, 313–314
- Britton, B. K., 614
- Brophy, J., 591
- Brown, A. L., 113, 119–120, 154, 164, 403, 570, 612, 718
- Brown, D. E., 331
- Brown, John Seely, 14–15
- Bruner, J. S., 44, 121, 501
- Bryan, W. L., 610
- Bryant, P., 608, 609
- Bryk, A. S., 661–662
- Buckland, L. A., 177
- Building Cultural Capacity for Innovation (BCCI), 411–412
- Buridan, Jon, 95
- CAI (Computer Assisted Instruction), 11
- Cai, M., 678–679
- calibration studies
 - accuracy in, 68–69, 71
 - achievement prediction in, 71
 - basis for judgments in, 70
 - of group interactions, 70–71
 - hard/easy effect in, 69
 - on incentives, 69–70
 - key questions in, 69–71
- cameras/sensors, 345
- Campione, J., 119–120, 403, 718
- Carey, S., 97–98, 99
- Carnegie Foundation for the Advancement of Teaching, 661–662
- Carretero, M., 593–594, 596–597, 599
- Cary, Susan, 94, 95
- Casasanto, D., 362
- Case, R., 137, 138
- CASES (Curriculum Access System for Elementary Science), 716–717
- Castañer, M., 349–350
- Caswell, B., 403
- CAT (consensual assessment technique), 638
- Catán, L., 173
- causal data mining, 260
- Center for Assessment and Evaluation of Student Learning (CAESL), 247
- Center for Connected Learning and Computer-Based Modeling (Northwestern), 324
- Center for Learning and Technology in Urban Schools (LeTUS), 14–15, 280, 709
- Chan, C. K. K., 412
- change in practice, 554–555
- change in view, 442
- Change Laboratory, 134–135
- Chapin, S. H., 129–130
- Charles, E. S., 326
- Chavajay, P., 225
- Chèche Konnen Center, 698
- CHENE (learning system), 450–451
- Cheng, B. H., 161
- Chernobilsky, E., 218, 224–225
- Chi, M. T. H., 100, 323
- child centered pedagogy, 26–27
- Child Internet Protection Act (CIPA), 527
- children
 - in Autistic Spectrum (ASD), 351
 - craft activities of, 343–344, 346–347
 - disruptive activity of, 513–514
 - mathematical development of, 217–218
 - metacognitive control in, 67
 - tool use by, 351
 - use of strategies by, 174–175
- Ching, D., 388
- Chinn, C.A., 177
- Chiu, M., 692
- choreography, in arts learning, 630
- citizen science, 379–380, 514
- City of Men (film)*, 135
- claims, in argumentation, 440–441
- Clark, R. E., 386, 387
- Clarke, J., 536
- classifier prediction models, 258
- classrooms
 - age-graded, 731–732
 - argumentation in, 439–440
 - assessment procedures, 241–243
 - computers in, 480
 - disruptive activity in, 513–514
 - learning outcomes and, 27–28
 - as learning sciences project, 21–22
 - sensory experiences in, 503
 - social context of, 677–678
 - state of knowledge in, 399–400
- class sessions, contribution of, 14
- Clement, J., 94
- clustering, 258–259

- coaching
 in cognitive apprenticeship, 112t 6.1, 113
 guided participation in, 110
 in teacher learning, 713
- coaching, in PBL, 306
- Cobb, P., 136–137, 151, 196–197, 217–218, 554–555, 653
- Coburn, C. E., 536
- cognition. *See also* metacognition
 distributed, 24, 128, 138–140, 204
 embodied, 24, 347–348
 group, 397, 412, 491
 mutually shared, 420–422, 425, 426
 situated, 24, 29
- Cognition and Technology Group, 117, 218
- cognitive apprenticeship
 articulation in, 114, 121–123
 coaching in, 113
 communities of learners in, 119–120
 communities of practice in, 116, 118
 content dimension, 111–112
 control strategies, 111–112
 exploiting cooperation in, 116
 exploration in, 114–115
 global vs. local skills in, 115
 goal-based scenarios, 117
 heuristic strategies, 111
 increasing complexity in, 115
 increasing diversity in, 115
 intrinsic motivation in, 116
 metacognitive strategies, 111–112
 method dimension, 113–115
 modeling in, 113
 as pedagogical approach, 35
 principles of, 112t 6.1
 reflection, 123–124
 reflection in, 114
 scaffolding in, 113–114, 120–121
 sequencing dimension, 115
 situated learning in, 116, 117–118
 sociology dimension, 115–116
 vs. traditional apprenticeship, 109–111
- cognitive conflict, 548
- cognitive demand management, 31
- cognitive development, 8–9
- cognitive ethnography, 217
- “cognitive-historical analysis,” 95
- cognitive load, 31
- Cognitively Guided Instruction program, 242–243
- cognitive psychology
 vs. activity systems research, 128
 arts education and, 627–628
 individual learner and, 135–136
 sociocultural approach to, 26
 sociocultural observations on, 25–26
- cognitive sciences
 findings on deep learning, 5–18t 1.1
 as influential theory of learning, 23–24
 study of knowledge work, 8
- cognitive skills, in literacy learning, 618–619
- cognitive systems, coordination of, 359–360
- cognitive trail, 142
- Cognitive Tutors, 258, 264–265, 717–718
- Cognos, 263
- Cohen, D. K., 716
- coherence, 91–93, 98, 99, 103–104
- coherence-building, 402
- cohesion, in collaborative learning, 423
- Cole, M., 483
- Colella, V., 505–506, 579, 582
- collaboration
 constructivism and, 206
 conversation analysis, 206
 CSCL and, 480–481
 definitions of, 191, 420–421, 481–482
 dimensions/categories of, 191–193
 distal learning outcomes and, 194–198
 distributed/endogenous approach to, 204–207
 effect-oriented research in, 195
 ethnomethodology, 206
 explanation building in, 402–403
 factoring assumption in, 197
 in formal schooling, 207
 interactional constructs in, 198
 as learning approach, 206
 in non-school contexts, 205
 norms/social norms in, 196–197
 in problem-based learning, 309
 process-product method, 197
 on proximal outcomes, 199–203
 reasons to study, 193
 revoicing in, 195–196, 198
 as window-on-thinking, 193–194
 collaboration support, in CSCL, 485–486
- collaborative argumentation, 439.
 See also arguing to learn
- collaborative discourse/argumentation, 33–34
- collaborative learning. *See also* computer-supported collaborative learning (CSCL)
 cognitive side of, 426
 cohesion in, 423
 construction of meaning, 421
 constructive conflict in, 421–422
 criticism in, 431
 in CSCL, 491–492
 function-mechanism hierarchy, 430
 group potency in, 423–424
 implementations, 432–433
 interactive dimensions of, 429–430
 interdependence in, 423
 interpersonal context, 422, 425
 jigsaw method in, 433–434

- collaborative learning (*cont.*)
 - model of/model testing, 420–426, 427–429
 - monitors' role in, 431–432
 - mutually shared cognition, 420–422, 425, 426
 - negotiation process, 421
 - protocol analysis, 431–432
 - psychological safety, 422
 - social aspects of, 418–419
 - social side of, 426–427
 - supported learning in, 434
 - team effectiveness, 427–428
- collaborative reasoning, 444–445
- collective learning, in mathematics education, 554–555
- Collegiate Learning Assessment (CLA), 734
- Collins, A., 15, 154, 156, 164, 573–574, 733
- Collins, B. P., 218
- commitments, in argumentation, 445–446
- Common Core Standards, 606
- common ground, 141
- communication process, in PBL, 305–306
- communications technologies, 711–712
- communities of learners
 - characteristics of, 119
 - guiding principles and, 403
 - research on, 119–120
- communities of practice
 - in activity systems, 128–129, 130
 - in cognitive apprenticeship, 112t 6.1, 116
 - in literacy learning, 616–618
 - research on, 118
 - in teacher learning, 710–711
- community building, 742–743
- community knowledge, 397–398, 399–400, 606–607
- competence trajectories, 691
- competency education, 733–734
- complex environments
 - deep learning in, 13–14
 - intelligent behavior in, 25–26
- complexity, design-based research and, 154
- complexity, increasing, 115
- complex systems
 - agent-based modeling in, 323–324, 330–331
 - bottom-up understanding of, 326
 - classroom interactions and, 326
 - cognitive challenges and, 321–323
 - computational tools in, 329–330, 331
 - computation and, 319–320, 327–328
 - curriculum and, 327–328
 - described, 319
 - in education, 321
 - emergent patterning concept, 324
 - emergent phenomena and, 319–320
 - learning sciences and, 328–331
 - mid-level thinking in, 326
 - participatory simulations in, 324–325
 - pedagogical research into, 323–327
 - research needs, 327–328
 - in science standards, 331–332
 - spatial-dynamic cues in, 325
 - student understanding of, 326
 - theory impacts/integration, 320–321
 - top-down understanding of, 326
- comprehension monitoring, 612–613
- computation
 - complex systems and, 319–320
 - defined, 23–24
- computational crafts, 343–344, 346–347
- computationally-enriched spaces, 344
- computational media, 493
- computational tools
 - in complex systems, 329–330
 - for scaffolding, 51–52
- computer-aided composition
 - ("CSCWriting"), 482
- Computer Assisted Instruction (CAI), 11
- computer-based learning environments (CBLEs), 77
- computer-mediated communication
 - environment, 493
- computer mediated communication forums, 449–450
- computers/computer software
 - in classrooms, 480
 - in education, 484–485
 - evolution of, 339
 - in future of learning, 734–735
 - Piaget's insights and, 11
 - in schools, 11–13, 511
- computer-supported collaborative learning (CSCL)
 - analysis of, 491–492
 - argumentation and, 33–34
 - artificial intelligence and, 484–486
 - collaboration in, 447–448, 480–481, 485–486
 - description of, 479, 491
 - descriptive analyses, 494, 495
 - education and, 479
 - e-learning and, 480–481
 - ethnomethodology in, 494
 - experimental paradigm, 493–494
 - F2F collaboration in, 481
 - group learning in, 481–482
 - history of, 482–483
 - individual learning in, 482, 486–487
 - interacting groups and, 486–487
 - interactional meaning making, 487, 491
 - for intersubjective meaning, 490, 492–493
 - iterative design tradition, 494–495
 - learning and, 488–489
 - learning groups and, 418
 - meaning making in, 489–491
 - mental representations in, 487

- motivation and, 678
- multi-disciplinarity of, 493–495
- predictive regularities in, 496
- quantitative comparisons, 487–488
- research trends/methods, 495–496
- small groups and, 492
- software design for, 490
- technology in, 488–491
- workshops/conferences on, 483–484
- Computer Supported Intentional Learning Environment (CSILE), 404, 483
- computer technology. *See also* computer-supported collaborative learning (CSCL); digital video research; tangible/full-body interfaces; videogames; virtual worlds
- in AI approaches, 485
- collaboration and, 447
- developments in, 340
- in digital media arts, 632
- educational, 339
- for knowledge building, 404–406
- in learning environments, xvii
- in school transformation, 730
- in science education, 578–579
- for teacher learning, 711–712
- uses of, 117
- Conant, F., 129–130
- Conati, C., 258–259
- conceptual change
- argumentation and, 442
- characterization of, 88–89
- coherence vs. fragmentation debate, 91–93, 98, 103–104
- components/systems in, 99–100
- coordination classes in, 100
- defined, 88
- force, as example of, 89–90
- future research suggestions for, 104–105
- history of science and, 91–93, 94–95
- idea improvement in, 400
- implications for instruction, 101–103
- KiP perspective, 98–99, 100, 101–103
- misconceptions movement and, 93–94, 96–97
- nested view of, 99–100
- ontologies in, 100
- in particular domains, 97–98
- Piaget's work and, 91
- rational models of, 96, 101
- “theory theory” in, 95–96, 98
- “conceptual ecology,” 96
- conceptual learning, student participation in, 137–138
- Conceptual Metaphor Theory, 363
- conceptual understanding
- assessment design and, 310, 733–734, 740
- in Augmented Reality, 288
- bodily experience and, 370–371
- cognitive structure of, 275
- in collaborative learning, 420–421
- of complex concepts, 2
- complex systems expertise and, 322
- deep knowledge and, 14
- games and, 380, 468
- importance of, 2–3, 402
- learning concepts and, 140
- learning environments and, 3
- learning technologies and, 470
- in microgenetic methods, 176–177
- in mutually shared cognition, 420–421
- of quantitative meanings, 136–137
- scaffolding in, 673
- of science, 567, 570
- in situated learning, 278
- strategy use and, 176–177
- concrete knowledge, 11
- conditional knowledge, 64, 66
- conditional probabilities, examination of, 186–187
- conflict, constructive, 421–422
- “confounding variables,” 153
- Confrey, J., 93, 151, 155–156
- CONNECT (learning system), 450–451
- Connected Mathematics 2*, 37, 652–654
- Connell, J. P., 159n1
- consensual assessment technique (CAT), 638
- consolidation phase, in learning design, 122–123
- Consortium for Renovating Education of the Future (CoREF), 433
- Constellations™, 214
- construction, of meaning, 421
- constructionism, in arts learning, 631
- constructive conflict, 421–422
- constructive interaction, 429–430
- constructivism
- conceptual change and, 91
- as influential theory of learning, 24–25
- learning sciences as foundation of, 9
- in mathematics education, 547
- content
- in cognitive apprenticeship, 111–112, 112t 6.1
- interactions informed by, 680–681
- parallelism in, 95
- pedagogical content knowledge (PCK), 707–708
- scaffolding of, 674–675
- in videogames, 379–380
- Context Awareness Activity Recognition*, 515
- continuing education, 733
- control. *See* metacognitive control
- control strategies, 111–112, 112t 6.1
- conversation analysis, 27, 200, 206, 462–463
- co-occurring processes/events, 182

- cooperation
 - in cognitive apprenticeship, 112t 6.1
 - exploiting, 116
- cooperative learning, in groups, 481–482
- coordination classes, 100
- Cordova, D. I., 384
- CoREF (Consortium for Renovating Education of the Future), 433
- Cornelius, L. L., 196–197
- correlation mining, 260
- cost, of data gathering/analysis, 184
- counting practices, 552
- Coursera, 254
- coverage, of topics, 736
- Cox, B. D., 177
- craft technology, 352
- creative knowledge, 399
- creative work, with ideas, 407–410
- creativity
 - in arts education research, 629
 - assessment techniques for, 638
 - bodily movement and, 630
 - in classrooms, 737
 - computer interfaces and, 348–349
 - design thinking and, 634–636
 - evaluation of, 638
 - in hands-on activities, 468
 - as 21st-century skill, 411, 734
- critical discussion, 445
- critical thinking
 - idea improvement in, 400
 - IRE and, 195
 - problem design and, 304
 - in science education, 570–571, 575
 - self-reporting on, 74
 - standardized testing and, 160
 - as 21st century skill, 567
- critique, in arts learning, 637–638
- cross-sectional developmental studies, 172
- crowdsourcing, 515
- Crowley, K., 464
- CSCL (computer-supported collaborative learning). *See* computer-supported collaborative learning (CSCL)
- Csikszentmihalyi, M., 634–636
- CSILE (Computer Supported Intentional Learning Environment), 404, 483
- Cuban, Larry, 12, 735
- “cultural data sets,” 697
- cultural-historical activity theory (CHAT). *See also* activity systems
 - as activity system, 128
 - complex systems and, 29
- Cultural Modeling, 696–698
- cultural processes
 - adaptive expertise in, 688
 - bay odyans* discourse practice, 693
 - “box problem” in, 688
 - competence trajectories, 691
 - design principles for, 695–699
 - diversity and, 699
 - domain structure in, 690–691
 - essentialization in, 688
 - feedback in, 691–692
 - human needs and, 690
 - language practices, 690–691
 - learning as, 686, 700
 - learning environments and, 700
 - literacy practices, 691, 694
 - mathematics intersections, 694–695
 - models of competence in, 697–698
 - normative view challenge, 688
 - out-of-school learning, 689
 - psychological safety and, 690
 - repertoires of, 687–688
 - scaffolding in, 689
 - school-based interventions, 696
 - science practices, 692–693
 - sense of belonging, 690
 - stigmatization and, 688
- cultural psychology, as activity system, 128*see also* activity systems
- curriculum
 - for arts education, 626
 - assessment of, 242
 - complex systems theory in, 320–321, 326–328
 - in future of learning, 735–736
 - game implementations in, 386
 - Paidiaia curriculum, 581
 - problem-based learning in, 300, 314
 - for science education, 331–332, 736
 - teacher learning and, 716
- Curriculum Access System for Elementary Science (CASES), 716–717
- Cussins, A., 142
- customization, 743
- customized learning, 738
- customized projection, 342–343
- Dalehefte, I. M., 221
- dance training, 630
- data, in argumentation, 440–441
- data visualization methods, 260–261
- Davidson, D., 384
- Davidson, J. W., 630
- Davis, E. A., 120, 716
- Davydov, V., 141
- DBR. *See* design-based research
- DC (argumentation computer game), 448
- De Bry, T., 593–594
- decision-making problems, in PBL, 304
- declarative knowledge, 64–65
- decoding fluency, 609–610. *See also* literacy learning

- decomposable systems, 35–38
- Dede, C., 536
- deduction, in geometric thinking, 550
- deep knowledge
- authentic practices focus in, 4–6
 - class session contributions to, 14
 - vs. surface knowledge, 4
- deep learning
- in complex environments, 13–14
 - computers' role in, 12–13
 - scaffolding in, 9
 - vs. traditional classroom practices, 4, 5–18t1.1
- deliberate reasoning, 360
- Derry, S. J., 218, 220, 222, 224–225
- design
- of children's learning places, 348–351
 - of tangible/full-body interfaces, 348
- design-based research
- challenges for, 158
 - in classrooms, 730
 - cognition in, 155
 - complexity and, 154
 - core elements of, 156
 - credibility of claims, 164
 - critics/criticisms of, 152–153
 - defining, 156–158
 - experiments and, 164
 - “factoring assumption” in, 154–155
 - goal of, 151
 - implementation context, 161–162, 165
 - for learning environments, 13
 - local gains in, 153–154
 - methodological rigor in, 158
 - notion of praxis in, 155–156
 - optimized systems in, 160–162
 - outcomes vs. outputs, 158–160, 164–165
 - practical steps for, 165–166
 - vs. psychology experiment, 157t8.1.
 - quadrant model and, 151–152
 - real-world practice in, 153–154
 - situative perspective and, 155
 - storied truths in, 152, 155, 162–163, 165, 166–167
 - to study of learning, 23
 - as systemic methodology, 33
 - in teacher learning, 709–710, 718–719
 - theory-in-context, 155, 156, 167
 - theory of change and, 159, 159n1
- design experiments, 730. *See also* design-based research
- “design fixation,” in engineering, 636
- Design Principles Database (DPD), 580
- design problems, in PBL, 304
- design thinking, 634–636
- detyfication, 633, 640
- development, as Piagetian term, 552
- Developmental Assessment Resource for Teachers (Forster and Masters), 247
- developmental psychology, microgenetic methods in, 174–175
- devices, in tangible/full-body interfaces, 340–341
- Dewey, John, 276–277, 359, 489, 504
- DeZutter, S., 635
- diagnostic problems, in PBL, 304
- dialectics, formal, 441
- dialogical space, 442
- dialogue theory, 441, 445–446, 448–449
- differentiated scaffolding, 53.
- See also* scaffolding
- digital learning games. *See* videogames
- digital media arts, 630–631
- digital teaching platforms (DTPs), 718
- digital video research
- analysis technologies/tools, 221–223
 - on classroom learning, 223–224
 - cognitive studies and, 218–219
 - on complex environments, 224
 - data collection, 219–220
 - experimental field research and, 215
 - eye-tracking data in, 226
 - in family learning, 225
 - foundational resources for, 214–215
 - future of, 227
 - historical roots of, 215–216
 - innovators in, 215–219
 - Learning Constellations™, 214
 - mathematics/science education and, 217–218
 - methods/tools for, 219
 - on museum visitor behavior, 225–226
 - sociology/ethnography and, 216–217
 - software programs, 221–222
 - on student interactions, 224
 - teacher education/professional development, 224–225
 - use of, 213–214
 - video recording/capturing, 220–221
- Dillenbourg, P., 481, 486–487
- disciplinary core ideas. *See* science/scientific knowledge
- disciplinary matrix, 92
- disciplinary practices, 34–35, 50–51
- discourse
- collaborative, 33–34
 - in mathematics education, 558–560
 - practices of, 129–130, 305, 365, 693
- discovery with models, 261
- discussion, critical, 445
- disengaged behaviors, 263–264
- diSessa, A. A., 97, 98, 99, 151, 173
- disruptive activity, 513–514
- distal learning outcomes, 194–198

- distributed cognition, 24, 25–26, 128, 138–140, 204. *See also* activity systems
- distributed knowledge, 738
- distributed model-based reasoning, 139–140
- distributed scaffolding, 52–54.
See also scaffolding
- diversity
 increasing, 112t 6.1, 115
 of knowledge sources, 738
 as pedagogical asset, 699
 in science education, 574
- DIVER/WebDIVER™, 222
- DIY community, 354–355
- Dogan, N., 614
- Dolman, D. H. J. M., 302
- domain general metacognitive abilities, 76
- domain knowledge
 in cognitive apprenticeship, 112t 6.1.
 examples of, 111
- domain structure discovery, 259
- Donnelly, Katelyn, 727–728
- double-loop learning, 132–133
- drama, learning and, 629–630
- Driver, R., 93–94
- driving question, in project based learning, 281–282
- Dropbox, 514
- Dukas, G., 533
- Dunbar, K., 401
- Duncan, R. G., 120, 177
- Dyer, R., 330–331
- Dyke, G., 264
- Dynabook*, 501
- Dyson, A. H., 629
- Early, S., 386, 387
- ease of learning (EOL), 75
- Eccles, J. S., 671–672
- EcoMUVE*, 526–527
- Edelson, D., 120
- edfuture (open online course), 265
- “edifying philosophers,” 489
- Edmondson, A. C., 422
- education
 complex systems in, 321
 computers in, 484–485
 goals of, 4–6
 scientific approaches to, 15–16
- educational data mining (EDM).
See also learning analytics (LA)
- association rule mining, 260
- causal data mining, 260
- classification methods, 258
- clustering, 258–259
- collaborative behaviors, 264
- correlation mining, 260
- discovery with models, 261
- disengaged behaviors, 263–264
- domain structure discovery, 259
- factor analysis, 259
- future trends in, 265–266
- impacts on practice, 264–265
- knowledge engineering in, 262
- latent knowledge estimation in, 258
- learning sciences and, 263–264
- methodologies of, 257
- microgenetic methods and, 179
- online discussion forum participation, 264
- prediction methods/models, 257–258
- regressors in, 258
- relationship mining, 260
- research communities, 255–257
- research questions, 266
- sequential pattern mining, 260
- social learning and, 265
- social network analysis (SNA), 259
- structure discovery in, 258
- tools/tool development, 262–263
- educational institutions. *See* museums
- educational software, 11–13, 731–732.
See also specific software
- educational technology, 339. *See also* tangible/
 full-body interfaces
- education entrepreneurs, learning sciences
 and, 4
- education researchers
 AI technologies and, 15
- learning sciences and, 4
- sociocultural approach of, 26
- education technology, 11–13.
See also technology
- edX, 254
- effect-oriented research, 195
- effortless intuition, 360
- Ehri, L. C., 609–610
- e-learning, 480–481. *See also* computer-
 supported collaborative learning (CSCL)
- electronic environments, arguing to learn in,
 447–448
- elemental learning
 active construction of meaning/
 knowledge, 31–32
- cognitive demand management, 31
- metacognitive awareness, 32
- repetition/practice, 30–31
- elemental research. *See also* evidence-based
 principles of learning
- re-integration process in, 37
- time scales of, 30
- Elementary and Secondary Teacher Education
 Program (eSTEP), 715
- Ellis, A., 193–194
- Ellucian, 263
- embedded cognition, 24

- embedded computing, 341
- embedded tracking, 76–78
- embodied cognition, 24, 347–348
- embodied design
 - activities for, 364
 - Conceptual Metaphor Theory in, 363
 - facilitation of, 365
 - future directions for, 370–371
 - in learning sciences, 371
 - materials for, 364–365
 - in mathematics education, 365–368
 - principles of, 364
 - in science education, 368–370
- Embodied Design Research Laboratory, 366–368
- embodied metaphors, 350
- embodied vs. abstract understanding, 353–354
- embodiment
 - abstract concepts and, 360–361
 - artifact-mediating activity in, 362–363
 - cognitive systems coordination, 359–360
 - conceptual reasoning and, 360–362
 - gestures in, 361–362
 - image schemas and, 361
 - intuition vs. reasoning in, 360
 - principles of, 359
 - of STEM knowledge, 358
 - truncated action, 361
- emergent patterning concept, 324
- emergent phenomena, in complex systems, 319–320
- emooc (open online course), 265
- ENFI project, 482
- engagement
 - in classrooms, 677–678
 - concept of, 673–674
 - content-informed interactions in, 680–681
 - CSCL and, 678
 - design principles for, 679–680
 - large-scale assessments, 676–677
 - learners and, 668–669
 - learning environment and, 674–675
 - learning sciences and, 669
 - online workshops and, 678–679
 - role of, 668
 - scaffolding in, 674–675, 681
 - in science center visits, 675–676
 - studies on, 675–679
- Engeström, Y., 130–132, 141, 165, 197, 496
- engineering approaches
 - to project-based learning, 285–288t14.2.
 - to study of learning, 22–23
- Engle, R., 129–130, 133, 137–138, 556
- English in Action (EIA), 502–503
- “epistemic agency,” 403, 405–406
- epistemic games, 412
- epistemology
 - absolutist, 444
 - argumentation and, 444, 456
 - cognitive structures and, 323
 - conceptual change and, 88
 - disciplinary practices and, 34, 50
 - evaluative, 381–382, 444
 - genetic, 91
 - of Piaget, 91
 - of Posner, 96
 - of science/scientific knowledge, 7
 - theories of, 444
- E-rate, 11–12
- e-readers, 726
- Ericcson, K. A., 184–185
- Ericksen, G., 712
- Erickson, F., 688
- Ernst, K. L., 678–679
- eSTEP (Elementary and Secondary Teacher Education Program), 715
- Esterly, J., 99
- ethnomethodology, 27, 29, 206
- evaluative epistemology, 381–382, 444
- Evernote, 514
- evidence-based principles of learning
 - active construction of meaning/
knowledge, 31–32
 - authentic disciplinary practices, 34–35
 - cognitive demand management, 31
 - collaborative discourse/argumentation, 33–34
 - guided inquiry, 35
 - metacognitive awareness, 32
 - project-based learning, 35
 - repetition/practice, 30–31
 - systemic research findings, 33
- Evidence Centered Design, 239–240
- evidence of learning, 733–734
- excitement, vs. interest, 670–671
- exertion interfaces, 349
- “exit exams,” 734
- expansive framing, 133, 138
- expansive learning, theory of, 132, 143
- expansivity, notion of, 131–132
- expectancy-value theory, 671–672
- experience-distance* significance, 162
- experience-near* meanings, 162
- experimental design, 13
- expert knowledge
 - in arts learning, 628
 - of knowledge workers, 5–6
 - new view of, 7
 - transition from novice to, 8
- explanations
 - collaborative building of, 402–403
 - expert example of, 89
 - novice example of, 89
- explanatory coherence, 402–403, 411–412

- explanatory inquiry, 445
 exploiting cooperation, in cognitive apprenticeship, 116
 exploration, in cognitive apprenticeship, 112t
 6.1, 114–115
 exploratory approach, to learning, 72–73
 exploratory talk, 129–130, 196
 extended cognition, 24
 externalization, educational value of, 9–10
 externalized representations, 306–309
 extrinsic motivators, 671–672
- face-to-face (F2F) collaboration, 481
facets, intuitive ideas as, 98
 factor analysis, 259
 factoring assumption, 28, 29, 197
 facts, defined, 1
 Fahnestock, J., 617
 failure, productive, 122–123
 Falk, J. H., 675–676
 false beliefs, 65, 93–94
 family learning, in museums, 463–466
 Faulkner, R., 630
favelas, learning object example in, 135
 FCL (Fostering Communities of Learners)
 model, 119–120
 Fechner, G., 627
 feedback
 cultural processes and, 691–692
 learning benefits of, 30–31
 in project-based learning, 290–291
 Feiner, D., 633
 Felton, M., 444
 Fernández, A. P., 72
 Festinger, L., 423
 Fifth Dimension (5thD) Project, 385, 483
 filmmaking, longitudinal, 216
 Finkelstein, M., 309
 Fischer, F., 218–219, 225
 Fischer, G., 494
 Fishman, B., 161, 661–662
 Flaherty, Robert, 216
 Flavell, J. H., 67
 Fleetwood, N., 637
 flipped classrooms, 727
 Flora, 341
 flow, as creative concept, 634–635
 Flower, L. S., 613, 620
 Ford, J., 72
 “formal” concepts, 140–141
 formal dialectics, 441
 formalisms, 32
 formal schooling. *See* schools/schooling
 for-profit charter schools, 732
 for-profit tutoring centers, 732
 forward-reaching transfer, 63
 Fostering Communities of Learners (FCL)
 model, 21–22, 34–35, 119–120, 129–130
 Foucault, M., 558
 Four-Phase Model of Interest
 Development, 670
 fragmentation, vs. coherence, 98, 99, 103–104
Framework for K-12 Science Education,
 279–280, 283, 650–651
 framework theories, of conceptual change,
 99–100
 Francisco, J. M., 218
 Frederiksen, J. R., 124
 Fredricks, J. A., 673
 free choice learning settings, 461–462, 675–676
 Fretz, E., 120
 Friedrichs, A. G., 67
 Fuchs, D., 609
 fully decomposable systems, 36
 “functional” concepts, 140–141
 functional metaphors, 365
 function-mechanism hierarchy, 430
Funds of Knowledge, 135
 future of learning
 accountability, 739–740
 adaptive learning offerings, 731–732
 applications/app stores, 726
 assessment, 739–740
 community building, 742–743
 competency education, 733–734
 continuing education, 733
 curriculum and, 735–736
 customization, 743
 design experiment in, 730
 educational software, 731–732
 elemental approaches, 738–739
 e-readers, 726
 evidence of learning, 733–734
 “exit exams,” 734
 flipped classrooms, 727
 governmental reports on, 729
 high-stakes testing, 729
 instructionism, emergence from, 737
 learning environments, 730
 learning management systems (LMS),
 726–727
 market models in, 728
 MOOCs, 726, 729
 museums/libraries in, 732–733
 neighborhood learning clubs, 736
 new methodologies, 740–742
 online college degrees, 727
 online virtual schools, 731
 open-market competition, 732
 path to, 743–744
 private sector involvement, 728–729
 for-profit charter schools, 732
 for-profit tutoring centers, 732
 smartphones, 726
 systemic approaches, 738–739
 tablet computers, 726

teacher education/professional development, 744
teachers and, 737
textbooks, 743
topic coverage, 736
transformational innovation, 727–728

Galanter, E., 67
Galileo, 95
gameplay, motivations for, 384–385
games. *See also* videogames
 as assessment, 382–383
 as bait, 380–382
 as content, 379–380
 social aspect of, 349
 social context of, 384
“gamification,” 385
Gardner, H., 628
Gardner, W. L., 73
Garfinkel, H., 27, 217, 491
Geary, D. C., 606
Gee, J., 152, 162, 382–383, 694
Geertz, C. J., 162, 217, 227
general knowledge, in literacy learning, 606–607
generation phase, in learning design, 122–123
genetic epistemology, 91
geometric thinking, 549–550
Gershenfeld, N., 341
Gertzog, W. A., 96
gestalt switches, 92, 93
gestures, use of, 361–362
Getzels, J. W., 635–636
Gibbons, D., 637–638
Gidder project, 469
Gijssels, W. H., 421
Gillespie, N., 99
Ginnett, R. C., 132–133
GIsML (Guided Inquiry supporting Multiple Literacies) project, 711
Glaser, B., 163
global/local skills, 112t 6.1
global positioning system (GPS) technologies, 342–343
Glynn, S. M., 614
Goeze, A., 218–219, 225
Goldman, S., 217, 454
Gomez, L. M., 661–662
González, N., 593–594
Goodman, N., 627–628, 631
Goodwin, C., 217
Google Docs, 514
Gopnik, Allison, 95, 101
Gough, P. B., 608–609
Gould, J. D., 613, 614
governmental reports, 729
Graesser, A. C., 35
Grapher software, 179–180
graphical analyses, 187
‘Great Debate’ on reading, 25
Greene, D., 116
Greeno, James, 14–15, 139, 141, 197
Griffin, P. L., 608–609
Grootendorst, R., 441
Grossman, P., 711
group cognition, 397, 412, 491
groups. *See also* collaboration; computer-supported collaborative learning (CSCL)
 arguing to learn in, 444–445
 cooperative learning in, 481–482
 interaction analysis of, 70–71
 knowledge construction in, 420
 literacy learning and, 617
 microgenetic methods and, 177
 potency of, 423–424
 as social systems, 419–420, 422
Grudin, J., 348–349
guided inquiry, 35
Guided Inquiry supporting Multiple Literacies (GIsML) project, 711
guided participation, 110
Guidelines for Video Research in Education: Recommendations from an Expert Panel (Derry), 215
guiding principles, vs. procedures, 403
Gully, S. M., 72, 423–424
Gutiérrez, K. D., 135, 692
Gutwill, G. P., 464
Guzdial, M., 51–52, 494

Hacker, D., 70
Hakkarainen, K., 496
Hall, R., 217, 226
Hallden, O., 597
Halverson, E. R., 632, 633, 637–638
Halverson, R., 383, 733
Hammer, D., 331
hand movements, 361–362
handwriting training, 614
Handy Board, 341
Hanna, J. L., 630
Hansen, J., 612
Harackiewicz, J. M., 675
hard-easy effect, 69
Harter, N., 610
Hatala, M., 465–466
Hatano, Giyoo, 97–98, 101, 103–104, 361–362
Hawkins, D., 94
Hayes, J. R., 613, 620
Hazzard, E., 325
Heath, C., 226
Heath, S. B., 633, 634
Heathcote, Dorothy, 629–630
heat maps, 261
Hedberg, J. G., 152
Heidegger, M., 489
Herrenkohl, L. R., 196–197

- Hetland, L., 628, 635–636, 637
 heuristic strategies, 111, 112t 6.1
 Hewson, P. W., 96
 Hidi, S., 670
 high-leverage instructional routines, 557–558
 high-performance optics, 342–343
 high-stakes testing, 729
 Hijzen, D., 681
 Hill, H. C., 556–557
 Hillocks, G., 615, 616
 historical simulation games, 379
 Historical Thinking Project, 591
 history learning
 abstract concepts in, 588
 additive strategy in, 596
 analytical strategy in, 596
 biases in, 598
 cause in, 596–597
 conceptual development in, 589–590
 contextualization heuristic in, 592
 corroboration in, 592
 diverse meanings in, 589
 educational standards for, 4
 empathy in, 594
 evidence evaluation, 592–594
 expert knowledge in, 7
 first/second order concepts in, 588, 591, 600–601
 historical accounts, 594
 individual narratives, 598
 misconceptions research and, 587–588
 narrative construction, 597–600
 narrative strategy in, 596
 national narratives, 598
 production-consumption processes, 599
 requirements of, 591–592
 schemaic templates in, 599
 school historical narratives, 599–600
 simplistic view of, 587
 sourcing heuristic in, 592
 students' age and, 591
 teaching implications, 600–601
 testing causal explanations, 596
 time dimension in, 593
 understanding substantive concepts, 588–592
 Hmelo-Silver, C., 218, 224–225, 303, 309, 311, 313
 Hockings, Paul, 213
 Hodgkinson, S., 196
 Horn, I., 714
 Horn, M. S., 326–327
 “How a Cockpit Remembers Speed” (Hutchins), 204
 Howley, I., 191
How People Learn project, 600, 729
 Hoyt, J. D., 67
 HubNet (simulation architecture), 324–325
 Huey, E. B., 607–608
 Hughes, E., 556
 Hulleman, C. S., 675
 human-computer interaction (HCI), 348–349
 human judgment, distillation of data for, 260–261
 human needs, 690
Human Understanding (Toulmin), 92–93
 Hutchins, Ed, 14, 24, 131, 138–139, 204, 217
 hypermediation, 55
 HyperVideo™, 215, 222
 Hypothesis-Experiment instruction (HEI), 432
 IBM education tools, 255, 263
 idea improvement, 400–401
 Idea Thread Mapper, 410
 identity, learning and, 118
 identity processes, in arts learning, 632–633
 IF-THEN-ELSE representation, 68
 IF-THEN representation, 64
 image schemas, 361
 immersive simulations, 578–579
 “implementation mind set,” 658
 “improvable ideas,” 403, 411–412
 Inagaki, K., 97–98, 101, 103–104
 inclusive design process, 659–660
 incommensurability, 92, 93, 94, 100–101
 increasing complexity, 112t 6.1, 115
 increasing diversity, 112t 6.1, 115
 indexicality, notion of, 217
 indigenous communities, 659–660
 individual interest, 670
 individualized guidance system (IGS), 534
 individual learning
 in CSCL, 482
 environment and, 674–675
 system-level hypotheses and, 136–138
 individual narratives, 598
 inference making, 612. *See also* literacy learning
 informal learning, 26. *See also* museums
 infrastructure redesign, 651–652, 654
 Ingold, T., 142–143
 Initiation, Response, Evaluation (IRE) episode, 129–130, 195
 Initiation, Response, Feedback (IRF) episode, 129–130
Innovating to Learn, Learning to Innovate (2008), 729
 innovation age, 727
Innovative Learning Environments (2013), 729
 inquiry
 explanatory, 445
 importance of, 26–27
 inquiry-based learning, 328
 inquiry games, 464
 inquiry teaching, 114

- instantiated properties/entities, 28–29
- Institute for Research on Learning (IRL), 14–15
- Institute of the Learning Sciences (ILS), 14–15
- institute review boards (IRBs), 227
- instructional experiments, 172–173
- instructionism
 - vs. deep learning, 5–18t. 1.1.
 - emergence of, 737
 - flaws of, 2–3
 - in knowledge building, 412–413
 - vs. learning community approach, 120
 - as traditional vision of schooling, 2, 727
- instructionist curricula, behaviorist
 - assumptions in, 9
- integrated understanding, 277
- Intel, 515
- interaction, norms of, 137
- interaction analysis, 14, 33
- interactions, expansive framing of, 133
- Interactive Slide, 349–350
- Interactive White Board (IWB), 300, 313.
 - See also* whiteboards, in PBL
- interdependence, in collaborative learning, 423
- interest
 - in classrooms, 677–678
 - conceptualization of, 669–671
 - content-informed interactions in, 680–681
 - CSCSL and, 678
 - curiosity questions, 671
 - design principles for, 679–680
 - engaged learners and, 668–669
 - vs. excitement, 670–671
 - four-phase model of, 670
 - individual, 670
 - large-scale assessments, 676–677
 - learning environment and, 674–675
 - learning sciences and, 669
 - online workshops and, 678–679
 - predictive nature of, 671
 - role of, 668
 - scaffolding in, 674–675, 681
 - in science center visits, 675–676
 - situational, 670
 - studies on, 675–679
- interfaces. *See* tangible/full-body interfaces
- interleaving, benefits of, 30–31
- International Journal of Computer Supported Collaborative Learning* (iJCSCSL), 15
- International Society of the Learning Sciences (ISLS), 15
- Internet
 - protection of children on, 527
 - schools’ connection to, 11–12
 - wireless devices and, 507
- intersubjective learning, 490, 491, 492
- intrinsic motivation, 112t 6.1, 116, 671–672
- intuition vs. reasoning, 360
- Investigating and Questioning our World through Science and Technology (IQWST), 280, 283
- Investigators Club (I-Club), 690–691
- Ioannides, C., 100, 101
- IRE (Initiation, Response, Evaluation) episode, 129–130, 195, 467
- IRF (Initiation, Response, Feedback) episode, 129–130
- iSpot application, 515
- Israel, M., 379
- Itakura method, 121–122
- Jackson, C, 385–386
- Jackson, E. A., 329–330
- Jackson, K., 653
- Jacobs, J., 710
- Jacobson, M. J., 326, 329, 331
- James, W., 489, 627
- Järvelä, S., 678
- Jasmin, K., 362
- Jasper series (Cognition and Technology Group), 117, 218
- Jeffersonian transcript analysis, 200, 201–202t10.2.
- Jenkins, E., 174–175, 179–180, 181, 182, 185, 186–187
- Johnson, M., 350
- Journal of the Learning Sciences*, 1, 15
- judgment of learning (JOL), 75
- Juel, C., 608–609
- Juslin, P., 69
- Juul, J., 388
- K-12 curriculum
 - for arts education, 626
 - complex systems theory in, 320–321, 326–327
 - in future of learning, 736
 - game implementations in, 386
 - problem-based learning in, 314
 - science standards in, 331–332
- Kahn Academy, 727
- Kahneman, D., 360
- Kane, M. T., 241
- Kaplan, A., 677–678
- Kapur, M., 122–123, 329, 331
- Karmiloff-Smith, A., 95, 628
- Kauffman, S., 328–329
- Kay, Alan, 501, 729
- KB-Dex, 410
- Ke, F., 386, 387
- Kearns, David, 14–15
- Keefer, M. W., 445
- KEEL, 262
- Keil, Frank, 97–98, 103–104
- Kempler-Rogart, T. M., 681

- Kessler, Andy, 731
- “Kids as Global Scientists,” 34–35
- Kirschner, P. A., 421
- Klausen, T., 138–139
- Klem, A. M., 159n1
- Klopfer, E., 388
- Knewton (adaptive learning company), 731–732
- “know how/know why,” 402–403. *See also* procedural knowledge
- knowledge. *See also* deep knowledge
 - active construction of, 31–32
 - co-elaboration of, 442
 - conditional, 64, 66
 - declarative, 64–65
 - in the head, 738
 - in literacy learning, 606–607
 - made explicit, 442
 - nature of, 4–6
 - procedural, 64, 65–66
 - scaffolding in construction of, 9
 - state of, 399–400
- knowledge building
 - authoritative information use, 401–402
 - community knowledge advancement, 399–400
 - current directions in, 411–412
 - discourse practices in, 401
 - domain of, 397
 - educational activities in, 398
 - group cognition and, 397
 - human development and, 399
 - idea improvement in, 400–401
 - instructionist approaches and, 412–413
 - vs. learning, 397
 - pedagogy for, 399–400, 403–404
 - principles vs. procedures, 403
 - scaffolding in, 404–406
 - sustained creative work in, 407–410
 - technology for, 404–406
 - “21st century skills,” 398, 411
- knowledge building communities, 483, 712–713
- Knowledge Building International, 411
- Knowledge Building Teacher Network, 713
- knowledge construction, groups in, 420
- Knowledge Constructive Jigsaw, 433–434
- knowledge creation
 - coherence-building in, 402
 - explanation building in, 402–403
 - metaphor of, 496
 - in organizations, 397–398
 - as socio-cognitive process, 397
- knowledge economy
 - conceptual understanding in, 2–3
 - educational needs in, 2
- knowledge engineering, 262
- knowledge estimation algorithms, 258
- Knowledge Forum, 21–22, 122, 404–406, 407–410, 432, 454, 483
- knowledge in pieces (KiP) perspective, 98–99, 100, 101–103
- Knowledge Networks on the Web (KNOW), 717
- Knowledge Society Network, 713
- knowledge work/workers
 - expert knowledge concept in, 5–6
 - expert performance, transition to, 8
 - nature of, 6–7
 - “situativity” view of, 6
- Knutson, K., 462, 464
- Kochman, T., 617
- Koellner, K., 710
- Kolodner, Janet, 15, 121, 580–581
- Korkel, J., 72
- Koschmann, T., 217, 484, 491, 492
- Kozlowski, S. W. J., 72–73
- Krajcik, J., 120, 290–291, 716
- Krakowski, M., 187
- Kreinjs, K., 418
- Kuhn, D., 173, 443–444
- Kuhn, Thomas, 91–93, 96, 103–104
- Kurio* (game), 465–466
- Kyza, E., 120
- LabNet, 711
- Laboratory Life*, 693
- Laferrière, T., 712
- lag analysis, 187
- Lakatos, I., 401
- Lakoff, G., 350
- Lakotas, I., 96
- LaMarchand, R., 384
- Lampert, M., 121, 714
- Landy, David, 360
- Lange, G., 72
- language
 - cultural processes and, 690–691
 - development of, 633
 - metaphor use and, 350
- language learning
 - contextual, 514
 - videogames and, 380
- large-scale assessments, 243–244
- latent knowledge estimation, 258
- Latour, B., 163, 693
- “launcher units,” 121
- Laurillard, D., 580
- Lave, Jean, 14, 32, 109–110, 118, 155
- learner mobility, 502. *See also* mobile learning
- learners
 - observations of, 175
 - prior knowledge of, 3
- learning. *See also* deep learning; future of learning; problem-based learning;

- project-based learning; self-regulated learning (SRL)
 - argumentation and, 439–440, 447
 - artifact-mediating activity in, 362
 - beliefs about, 171–172
 - as change in discourse, 558–560
 - as cognitive systems coordination, 359–360
 - consensus/facts about, 2–3
 - externalization/articulation in, 9–10
 - guided inquiry, 35
 - vs. knowledge building, 397
 - in museums, 462
 - natural progression of, 11
 - non-linear nature of, 551
 - processes involved in, 8
 - reflection and, 10–11
 - research approaches, 28
 - scaffolding in promotion of, 9
 - social dimensions of, 265
 - strategies for, 112t 6.1
 - student participation in, 3
 - traditional conception of, 488–489
 - uniform vs. customized, 738
 - use of prior knowledge in, 8–9
 - videogames in, 378–379
- learning, evidence-based principles
 - active construction of meaning/ knowledge, 31–32
 - authentic disciplinary practices, 34–35
 - cognitive demand management, 31
 - collaborative discourse/argumentation, 33–34
 - guided inquiry, 35
 - metacognitive awareness, 32
 - project-based learning, 35
 - repetition/practice, 30–31
 - systemic research findings, 33
- learning, influential theories of
 - American pragmatism, 26–27
 - cognitive science, 23–24
 - constructivism, 24–25
 - situated cognition, 24
 - sociocultural theory, 25
- learning activities, sequencing of, 115
- learning analytics (LA)
 - classification methods, 258
 - clustering, 258–259
 - collaborative behaviors, 264
 - computational power, 255
 - data formats, 254
 - disengaged behaviors, 263–264
 - domain structure discovery, 259
 - emergence of, 253–254
 - factor analysis, 259
 - future trends in, 265–266
 - human judgment in, 260–261
 - impacts on practice, 264–265
 - latent knowledge estimation in, 258
 - learning sciences and, 263–264
 - methodologies of, 257
 - online discussion forum participation, 264
 - potential of, 253
 - prediction methods/models, 257–258
 - quantity of data, 254
 - regressors in, 258
 - research communities, 255–257
 - social learning and, 265
 - social network analysis (SNA), 259
 - structure discovery in, 258
 - tools/tool development, 255, 262–263
- learning behaviors, scope of
 - elemental research in, 28
 - levels of analysis, 28–29
 - supervenience in, 28–29
 - systemic research, 29
 - time scales in, 27–28
- Learning by Design, 432
- learning-by-doing, 50
- learning communities. *See* communities of learners
- Learning Constellations™, 214
- learning curves, 261
- learning environments
 - activity systems in, 130–131
 - for arts education, 636
 - “confounding variables” in, 153
 - contribution of, 8
 - design of, 13, 27–28
 - embedding scaffolding in, 50
 - functional decomposition in, 37
 - in future of learning, 730
 - future trends in, 730
 - naturally occurring, 418–419
 - psychological characteristics of, 28
 - scaffolding in, 9
 - systemic research in, 33
 - “tacit knowledge” in, 35
- learning goals, in learning progression
 - model, 238
- Learning Management System (Moodle), 300
- learning management systems (LMS), 726–727
- learning object, notion of, 133–135
- learning pathways, 533–534
- learning performances, 239, 282–288, 284t14.1.
- learning process methodologies
 - cross-sectional developmental studies, 172
 - instructional experiments, 172–173
 - longitudinal studies, 172
- learning progressions (LP), 237–239, 289, 570–571, 736. *See also* learning trajectories
- learning sciences
 - adapting microgenetic methods for, 175–176
 - argumentation in, 439
 - on articulation process, 10
 - arts education and, 639–641

- learning sciences (*cont.*)
 - authentic practices focus in, 4–6
 - bridging research/practice, 21–22
 - on computer use in schools, 12
 - conferences on, 15
 - elemental research, 28
 - elemental view, 30–32
 - embodied design and, 371
 - emergence of, 14–15
 - engineering ethos and, 23
 - as foundation of constructivism, 9
 - influential theories, 23–27
 - as interdisciplinary field, 1, 3, 38
 - knowledge building in, 397
 - levels of analysis, 28–29
 - literacy learning and, 618–619
 - microgenetic method example, 179–180
 - problem-based learning and, 315
 - research projects in, 14
 - on role of learning environment, 8
 - scale-up interventions/initiatives, 22
 - schools’ incompatibilities with, 738
 - scientific/engineering approaches, 22–23
 - systemic research, 29
 - systemic view, 32–35
 - tangible/full-body interfaces and, 351–353
 - theoretical foundations of, 38
 - time scales of learning, 27–28
- learning scientists, commitment of, 16
- learning technologies, in project-based learning, 279
- Learning: The microgenetic analysis of one student’s understanding of a complex subject matter domain* (Schoenfeld, Smith, and Arcavi), 179–180
- learning trajectories, 182–183, 470–471, 736.
See also learning progressions (LP)
- learnograms, 261
- Leary, H., 305
- LeBaron, C., 490
- Lee, C. D., 694, 697
- Lee, V. R., 187
- legal brief writing, 618
- legitimate peripheral participation, 118
- Lehrer, R., 37, 151, 740
- Leinhardt, G., 462
- Leinonen, P., 678
- Lemke, J., 216, 330
- Lepper, M. R., 116, 384
- “lethal mutations,” 403, 718
- LeTUS (Center for Learning and Technology in Urban Schools), 14–15, 280, 709
- Levin, J. A., 330–331
- Levy, S. T., 326, 582–583
- Lewis, M. C., 678–679
- LilyPad, 341, 342, 343–344
- Lin, X., 311
- Lindaeur, B. K., 612
- linear system heuristics, 325
- Lingnau, A., 494
- Linn, Marcia, 99, 454
- Linnenbrink-Garcia, L., 681
- Lipponen, L., 496
- literacy learning
 - argumentative practices, 616–617
 - cognitive skills in, 618–619
 - communities of practice in, 619
 - community-specific knowledge, 606–607, 616–618
 - cultural groups and, 617
 - cultural processes and, 694
 - decoding fluency, 609–610
 - enabling strategies, 615
 - etymological origins, 605
 - evolution of, 605
 - general knowledge, 606–607
 - inference making, 612
 - intermediality in, 605
 - knowledge types, 606–607
 - learning sciences and, 618–619
 - legal brief writing, 618
 - literary criticism, 617–618
 - literate performance concept, 605
 - metacognitive knowledge, 612–613
 - phoneme recognition, 608–609
 - planning, 613
 - prior knowledge use, 611–612
 - prose structure, 612
 - reading comprehension, 611
 - reading fluency, 607–608
 - reviewing, 614
 - societal expectations, 606
 - task-specific knowledge, 606–607, 614–616
 - translating, 613–614
 - word meaning access, 610–611
 - writing/writing systems, 605–606, 613–614
- literacy practices, 7, 402
- literary criticism, 617–618
- Liu, Alan, 402
- local knowledge, 217
- logical empiricism, 7
- LOGO programming language, 25, 485
- Lohman, M., 309
- Longenecker, S., 325
- longitudinal filmmaking research, 216
- longitudinal studies, 172
- Looi, C. -K., 504
- Lowenstein, D., 388
- Luria, A., 173
- Lynch, M., 693
- Lynch-Brown, C., 610–611
- Mackenzie, J. D., 448
- Maher, C. A., 218

- “maker movement,” 354–355
Malone, T. W., 384
ManyScripts software, 511
MapReduce, 255
market models, in future of learning, 728
Markham, E., 613
Marton, F., 133–134
Marty, P., 468
Massive Online Open Courses (MOOCs), 254, 353, 514, 726, 729
mastery goal orientation, 72
mastery learning, 264–265
Mathematical Imagery Trainer for Proportion (MIT-P), 366–368
mathematics education
 acquisitionism framework, 546–547
 Algebra Project (AP), 698–699
 artifacts in, 553
 bodily intuition in, 354
 classroom interactions, 554–555
 cognitive conflict in, 548
 collective learning in, 554–555
 constructing conceptions, 549–551
 counting practices, 552
 cultural processes and, 694–695
 design experiment methodology, 555
 development of, 217–218
 discursive nature/methods, 559–560
 embodied perspective, 358, 365–368
 future developments in, 560
 geometric thinking, 549–550
 high-leverage instructional routines, 557–558
 historical overview of, 545–547
 learners’ conceptions, 547–549
 MEteor project, 368–370
 misconception studies, 547–549
 MIST Project, 652–654
 numerical thinking, 551–552
 participationist approach, 546–547, 551–553, 554–555
 proportional progression, 366
 student development, 555–556
 teacher learning, 557–558
 teachers’ role in, 552–553, 556–557
 teaching experiments in, 550–551
Math Forum, 678–679, 712
“Math Wars,” 25
Mayer, L., 221
Mayer, R. E., 608
Mayfield, E., 191
McAlister, S., 449
McCarthy, S. J., 620
McClain, K., 136–137, 140–141
McDermott, R., 217
McGrath, C., 313–314
McGraw-Hill, 254
McKinsey and Company, 159
McLaren, P., 160
McLaughlin, M., 632–633, 655
McNeill, K. L., 290–291
McPherson, G. E., 630
MCSCSL (Mobile Computer Supported Collaborative Learning), 507–508
Mead, G. H., 27
Mead, Margaret, 213, 216
meaning
 active construction of, 31–32
 analysis of, 490–491
 construction of, 421
meaning making, in CSCL, 487, 489–491
Measures of Effective Teaching Project, 223
Mendelson, A., 133
mentoring, in teacher learning, 713
Mercer, N., 129–130, 196
Mesler, D., 361
metacognition
 articulation and, 10–11
 calibration and, 68–71
 conditional knowledge in, 64, 66
 declarative knowledge, 64–65
 domain general abilities, 76
 embedded tracking, 76–78
 forms of knowledge in, 64–66
 forms of thinking in, 66–68
 future topics for, 78–79
 key findings, 79–80
 meaning of, 63–64
 misconception in, 63–64
 motivation and, 72–74, 75
 occurrence of, 63
 procedural knowledge, 64, 65–66
 self-regulated learning (SRL), 75–76
 self-regulated learning (SRL) in, 67–68
metacognitive awareness, 32
metacognitive control, 66, 67
metacognitive knowledge, 612–613.
 See also literacy learning
metacognitive monitoring, 66, 67
meta-cognitive skills, in PBL, 311
metacognitive strategies, 111–112
metaphors, embodied, 350
metarepresentational competence (MRC), 632
MetaTutor, 77–78
MEteor, 368–370
methodologically individualist approaches, 28
methods, in cognitive apprenticeship, 112t 6.1, 113–115
Michaels, S., 129–130, 195–196, 694
microgenetic methods
 addition strategy example, 174–175
 aim/goal of, 171
 challenges to, 183–186
 in collaborative groups, 177
 conceptual understanding in, 176–177

- microgenetic methods (*cont.*)
 conditional probabilities in, 186–187
 co-occurring processes/events, 182
 craft knowledge, 188
 data gathering/analysis costs, 184
 in developmental psychology, 174–175
 distortions introduced by, 184–185
 diversity of topics/ages, 176
 educational data mining (EDM) and, 179
 essential features of, 174
 experimental design in, 178
 formal analytic methods in, 186–188
 Grapher software and, 179–180
 graphical analyses in, 187
 historical survey of, 173
 for individual learning, 177
 inferring strategies/knowledge, 185
 instructional support, 177–178
 lag analysis in, 187
 learning sciences example of, 179–180
 learning sequences in, 185–186
 learning trajectories in, 182–183
 narrative-based accounts, 187–188
 overview of, 172–173
 precipitating events and, 181–182
 qualitative case studies, 187
 rate of learning and, 183
 research questions, 180–183
 sample size/duration in, 178–179
 strategy development, 176–177
 variability/stability in, 176–179, 181
- Microsoft Excel, 255
- Microsoft Kinect™, 342–343, 345, 350
- Middle School Mathematics and the
 Institutional Setting of Teaching (MIST)
 project, 652–654
- Miller, G. A., 67
- Mindstorms* (Papert), 735
- Minecraft, 531
- mini-conference format, 581–582
- min* strategy, 174–175, 181, 182, 186–187
- Minstrell, J., 94
- misconceptions movement, 93–94, 96–97
- misconceptions research, 547–549
- Mislevy, R. J., 241
- MIST (Middle School Mathematics and the
 Institutional Setting of Teaching) project,
 652–654
- Mistrell, S., 98, 103
- Miyake, N., 361–362, 429–430, 431
- Mobilelearn, 501–502
- mobile-assisted seamless learning (MSL), 504
- mobile devices
 in classrooms, 505–508, 513–514
 in museums, 465, 468–470
- mobile learning
 augmentation in, 512–513
 challenges for, 515–516
 characteristics of, 504
 citizen science and, 514
 in classrooms, 505–508
 in context, 504–505, 516–517
 contextual language learning, 514
 control of data, 516
 crowdsourced, 515
 disruptive activity, 513–514
 ethical issues, 515–516
 future trends in, 514–515
 large-scale services, 502–503
 learner mobility, 502
 learning patterns, 514
 modern era of, 501
 orchestration concept in, 511
 outside classrooms, 508–510
 personalized toolsets, 517
 in practice, 505
 science of, 517
 as seamless, 503–505
 sensemaking activities, 510
 sociocultural perspective, 512
 teacher challenges in, 507
 technological perspective, 516
 theory of, 511
 ubiquitous learning, 512–513
 “virtual tourist trails,” 512
 virus game example, 506, 579
 wearable devices, 506
- modeling, in cognitive apprenticeship, 112t
 6.1, 113
- Molden, D. C., 73
- Moll, Luis, 135
- monitoring. *See* metacognitive monitoring
- monitors, role of, 431–432
- MOOCs (Massive Online Open Courses), 254,
 353, 514, 726, 729
- Moodle (Learning Management System), 300
- “more knowledgeable other” (tutor), 46
- Moses, Robert, 699
- Moshirnia, A., 379
- Moss, J., 137, 138
- motions, in protocol analysis, 431–432
- Motivated Strategies for Learning
 Questionnaire, 72
- motivation
 achievement and, 671–672
 in classrooms, 677–678
 in cognitive apprenticeship, 116
 concept of, 671–673
 content-informed interactions in, 680–681
 CSCL and, 678
 design principles for, 679–680
 engaged learners and, 668–669
 expectancy-value theory, 671–672
 large-scale assessments, 676–677
 learning environment and, 674–675
 learning sciences and, 669

- metacognition and, 72–74
- online workshops and, 678–679
- personal characteristics and, 672
- role of, 668
- scaffolding in, 49, 673, 674–675, 681
- in science center visits, 675–676
- self-regulation and, 672
- studies on, 675–679
- Motivational Strategies of Learning Scales, 72
- Moulton, K., 386, 387
- movement, learning and, 630.
 - See also* embodied design; embodiment
- MRC (metarepresentational competence), 632
- MSL (mobile-assisted seamless learning), 504
- Mueller, E., 349
- Mulder, I., 425
- “multiple realizability,” 23–24
- Multi-User Virtual Environments (MUEs), 578–579
- “museum literacy,” 466
- museums
 - adults’ experiences, 471
 - behavior tracking in, 462
 - conversation analysis, 462–463
 - dialogic approaches in, 467–468
 - as educational institutions, 461
 - engineering goals in, 465
 - family learning in, 463–466
 - as free choice learning setting, 461–462, 466
 - future trends in, 470–471, 732–733
 - guided tours, 467–468
 - hands-on activities in, 468
 - inquiry games and, 464
 - learning trajectories in, 470–471
 - “literacy” skills, 466
 - mobile devices in, 465, 468–470
 - pre-post visit activities, 466
 - school trips to, 466–470
 - scientific goals in, 465
 - signage in, 465
 - social media and, 468–470
 - sociocultural theory and, 462–463
 - tangible/full-body interfaces in, 346, 350
 - teachers’ role in, 469–470
 - visits to, 675–676
 - worksheet use in, 467
- musical training, 630
- Muth, D., 614
- mutually shared cognition, 420–422, 425, 426
- Muybridge, Eadward, 215–216
- Mystery at the Museum* (Boston Museum of Science), 465
- Nagarajan, A., 218, 224–225
- naming, 142
- Naren, L., 75
- narrative arts production, 629, 634
- narrative construction, 597–600
- Nasir, N., 694–695
- Nathan, M. J., 28, 36, 738–739
- National Assessment of Educational Progress (NAEP), 694
- national narratives, 598–599
- National Research Council, 661–662
- National Science Education Standards*, 4–5, 6
- The Nature of Learning: Using Research to Inspire Practice* (2010), 729
- nearly decomposable systems, 36
- Needham, M. D., 675–676
- negotiation
 - of meaning, 421
 - process of, 421
- “negotiation” scenario, 446
- neighborhood learning clubs, 736
- Nelson, B., 534
- Nelson, T. O., 75
- Nersessian, N. J., 139–140
- nested views, of conceptual change, 99–100
- NetLogo (agent-based modeling environment), 324
- NetTango (agent-based modeling program), 326–327
- neuroimaging data, 628
- New London Group, 634
- new methodologies, 740–742
- Next Generation Science Standards (NGSS), 331–332
- Nguyen, P. D., 133
- Nietfeld, J. L., 71
- Nintendo Wii™, 342–343, 345, 349
- Nisbett, E., 446
- No Child Left Behind (NCLB) legislation, 729
- Nonaka, I., 397
- norms
 - of interaction, 137
 - social, 196–197
 - sociomathematical, 554–555
- Norris, C., 287–288
- novice explanation, example of, 89
- numerical thinking, 551–552
- Nussbaum, M., 507–508
- NViro™, 221–222
- Nystrand, M., 613–614
- obtrusive performance measures, 76–77
- O’Connor, C., 129–130
- O’Connor, M. C., 129–130, 195–196
- Ogata, H., 513
- on-demand assessment, 244
- online college degrees, 727
- online courses, 265
- online games. *See* videogames
- online teaching, 480
- online tracking data, 534–535
- online virtual schools, 731
- ontologies, in conceptual change, 100

- Oort, F. J., 74
 open-market competition, 732
 orchestration concept, 511
 “orchestration scripts,” 403
 organizational learning, 132
 organizational routines, 656–658
 Organization for Economic Cooperation and Development (OECD), 250, 402
 Orion™, 222
 Ortony, Andrew, 15
 Osterweil, S., 388
 Ostwald, J., 494
 outcome interdependence, 423
 out-of-school learning, 689
Out There In Here project, 513
Oversold and Underused (Cuban), 735
 Owen, E., 383
- Paavola, S., 496
 Pagels, H. R., 329–330
 Paidiaia curriculum, 581
 Palincsar, A. S., 113
 Papert, Seymour, 11, 15, 25, 330, 351, 501, 640–641, 730, 735
 parallelism, 95
 parents
 importance of, 3
 learning sciences and, 4
 role of, 463–466
 Paris, A. H., 673
 Paris, S. G., 612
 Parnafes, O., 187
 participation, in museums, 462–463
 participationism framework, 546–547
 participation metaphor, 495–496
 participatory simulations, 324–325, 578–579
 Pasteur’s Quadrant, 151–152
 path, to future of learning, 743–744
 Patrick, H., 677–678, 681
 Pea, R. D., 507, 573–574
 Pearson (education services), 254
 Pearson, P. D., 612
 pedagogical approaches, in cognitive apprenticeship, 35
 pedagogical content knowledge (PCK), 707–708
 Peng, K., 446
 Penner, D. E., 324
 Penuel, W., 161, 661–662
 Perera, D., 260
 performance
 in arts learning, 630
 learning environment and, 8
 metacognition and, 68–71
 Performance Factors Analysis (PFA), 258
 performance goal orientation, 72
 peripheral members, of communities of practice, 128–129
 Perry, N. E., 673
- Personal Inquiry* project, 508–510
 personalized fabrication, 340–341
 perspective-dependence (PD), 142
 perspectivity framework, 217
 PERT (Planning Enactment and Reflection Tool), 718
 “pervasive” computing, 346–347
 Peterson, M., 380
 Phelps, G., 707–708
 phenomena, as complex systems, 319–320
 phenomenology, in situated cognition, 24
 phoneme recognition, 608–609. *See also* literacy learning
 phonics approach, 609–610
 phonological awareness, 608–609
 physical activity platforms, 349–350
 physical artifacts, 346–347, 631.
 See also artifacts
 Piaget, Jean
 conceptual change and, 91, 101
 on concrete/abstract information progression, 11
 “embryology of intelligence,” 546
 influence of, 26, 173
 on logical thoughts, 361
 numerical thinking, 550, 551–552
 perceptual vs. conceptual knowledge, 360
 schemas of, 24–25
 theory of learning, 547
 Pickard, R., 349
 Pictogram Room project, 351
 Pierce, S. H., 72
 Pieroux, P., 467–468
 PISA (Programme for International Learner Assessment) survey, 250, 676–677
 Pittsburgh Science of Learning Center DataShop, 254, 262
 planning, 613. *See also* literacy learning
 Planning Enactment and Reflection Tool (PERT), 718
Plans and the Structure of Behavior (Miller, Galanter, and Pribram), 67
 playgrounds, 345, 349–350
Points of Viewing Children’s Thinking: A Digital Ethnographer’s Journey (Goldman-Segall), 214
 Polanyi, M., 362
 policy design
 arenas of, 650
 challenges for, 660–661
 community based, 659–660
 entrepreneurs in, 650–651
 future directions for, 661–662
 goals of, 649
 implementation of, 651, 654–656
 inclusive design, 659–660
 infrastructure redesign, 654
 instructional coherence, 651

- MIST Project example, 652–654
- organizational infrastructures, 651–652
- organizational routines, 656–658
- policy makers, 650
- power struggles in, 660–661
- stakeholders in, 658–659
- Popper, K. L., 397
- positional sensing, 342–343
- Posner, G. J., 96, 101
- Powell, A. B., 218
- p-prims, 98, 100
- practical knowledge, 402–403
- practice, strategically regulated, 30–31
- practice-based teacher education, 714
- practices, in activity systems, 128–129
- pragma-dialectics, 441
- pragmatism, 26–27
- Prata, D., 264
- praxis*, notion of, 155–156
- precipitating events, in microgenetic methods, 181–182
- prediction, in EDM methods, 257–258
- Pribram, K. H., 67
- “principled practical knowledge,” 402–403
- The Principle of Computational Equivalence*, 23–24
- Principles of Visual Anthropology* (Hockings), 213
- prior knowledge
 - importance of, 3
 - in literacy learning, 611–612
 - use of, 8–9
- private sector involvement, 728–729
- problematizing, 49, 120–121, 492
- problem-based learning
 - articulation in, 306
 - assessment of, 310, 311, 314
 - characteristics of, 300–301
 - coaching in, 306
 - cognitive apprenticeship and, 303
 - collaboration in, 309
 - communicating process in, 305–306
 - complexity in, 304–305, 328
 - constructivism and, 302
 - curriculum-level implementation, 300
 - defined, 298
 - educational technologies in, 300
 - effects/effectiveness of, 310–311
 - facilitation strategies, 303, 299–307t15.1.
 - facilitator’s role in, 312–313
 - features of, 303–305
 - history of, 301
 - in K-12 environments, 314
 - knowledge building and, 303, 412
 - large-scale use of, 314–315
 - learning sciences and, 315
 - medical example, 298–300
 - meta-analysis of, 305
 - meta-cognitive skills and, 311
 - reflection process in, 310
 - representations in, 306–309
 - research directions for, 313–315
 - role of problems in, 304–305
 - scaffolding in, 305–309
 - self-directed learning (SDL) in, 309, 311
 - situated perspective, 302–303
 - social construction in, 302–303
 - sociocultural perspective, 303
 - structure in, 304
 - student attitudes towards, 311
 - technology in, 313
 - theory of, 301–303
 - transformations/revisions of, 311–312
 - tutorial process in, 303–304
 - tutoring cycle, 300
- procedural approach, to learning, 72–73
- procedural knowledge, 64, 65–66
- procedures, defined, 1
- process-of-change parallelism, 95
- productive failure, 122–123
- professional development (PD), features of, 708–709
- professionals
 - learning sciences and, 4
 - practices of, 5
- Programme for International Learner Assessment (PISA) survey, 250, 676–677
- progressive formalization, 32
- progress variables, 238
- project-based learning
 - active construction of, 277
 - artifact development, 289–291
 - cognitive tools in, 278–279
 - collaborations and, 286–287
 - driving question in, 281–282
 - evidence-based principles in, 35
 - features of, 276, 280–281
 - feedback in, 290–291
 - integrated understanding in, 277
 - learning performances in, 282–284
 - research foundations of, 276–277
 - science/scientific practices and, 279–280, 284–286
 - as situated learning, 275, 277–278
 - social interaction and, 278
 - technology tools for, 287–289
- project-based science (PBS), 279–280
- projection, 342–343
- prolepsis*, 46, 52
- prompts, in scaffolding, 52
- proportional equivalence, 366
- prose structure, 612. *See also* literacy learning
- PSLC Theoretical Framework, 256
- psychological characteristics, of learning environments, 28
- psychological safety, 422, 690

- psychology experiment, vs. design-based research, 157t8.1.
- psychometric models, 244–245
- Purdue Signals* project, 258, 265
- Quadrant model of scientific research, 151–152
- qualifiers, in argumentation, 440–441
- Quest Atlantis, 22
- Quest Atlantis* learning game, 385–386, 524
- Quintana, C., 48, 120
- R (education data mining tool), 262–263
- Rabinowitz, P. J., 616
- radical constructivists, 25
- radio frequency identification sensors (RFID), 342–343
- Ramchandran, A. R., 218
- randomized controlled trial (RCT), 740–741
- Raphael, T. E., 620
- RapidMiner, 255, 262–263
- Raspberry Pi, 341
- rational models, of conceptual change, 96
- Ravenscroft, A., 449
- reading, ‘Great Debate’ on, 25
- reading comprehension, 611. *See also* literacy learning
- reading fluency, 607–608
- “realizability,” 23–24
- realized properties/entities, 28–29
- reasoning vs. intuition, 360
- rebuttals, in argumentation, 440–441
- reciprocal teaching, 21–22, 51, 113
- reductionist approaches, 28
- redundant scaffolding, 53
- Reeves, T. C., 152
- reflection
- articulation and, 10–11, 48, 49
 - in cognitive apprenticeship, 112t 6.1, 114
 - forms of, 123–124
 - research on, 123–124
 - technology use in, 124
- reflection, in PBL, 310
- Regnault Louis, 216
- regressor prediction models, 258
- re-integration process, 37
- Reiser, B. J., 120–121, 122
- Rejeski, D., 388
- relationship mining, 260
- relative accuracy, 71
- Renninger, A., 670, 678–679
- repetition, strategically regulated, 30–31
- representational redescription, 628
- representational trajectories, 632
- representation creation, 631–632
- representations, in scaffolding, 306–309
- Resnick, L. B., 445
- Resnick, L. R., 129–130
- Resnick, M., 323–324, 351
- “restructurations,” 330
- retrieval practice, 30–31
- retrospective confidence (RCJ), 75
- reviewing, 614. *See also* literacy learning
- revoicing, 195–196
- Reznitskaya, A., 444–445
- RFID (radio frequency identification sensors), 342–343
- rigor, in geometric thinking, 550
- Riis, Jacob, 216
- Rittle-Johnson, B., 178
- River City*, 524–525
- Rivzi, Saad, 727–728
- Robert B. Davis Institute for Learning (RBDIL), 223
- Rogers, Y., 513
- Rogoff, B., 225, 688, 691
- role playing opportunities, 639
- Rorty, R., 558
- Roschelle, J., 97, 199, 217, 481–482, 492, 507
- Rose, C., 191
- Rose, M., 618–619
- Ross, G., 44, 121
- Rouch, Jean, 216
- Roussos, M., 344–345
- routines, of organizations, 656–658
- RUAnalytic, 223
- Rubman, C. N., 613
- Ruiz-Primo, M. A., 234–235
- Rutgers University, 223
- Ryan, A., 677–678
- Sabelli, N., 161, 330
- Sadler, R., 242, 577–578
- Sagy, O., 581–582
- Salas, E., 72
- Salen, K., 388
- Sandberg, J., 446
- Sandoval, W. A., 122
- Sannino, A., 132
- SAS education tools, 255, 263
- Sawyer, R. K., 635
- Saxe, G. B., 691–692
- “scaffolding knowledge integration,” 99
- scaffolding
- in activity structures, 51
 - of argumentation, 447–448
 - articulation in, 306
 - challenges for use of, 54–56
 - coaching in, 306
 - in cognitive apprenticeship, 112t 6.1, 113–114
 - communicating process in, 305–306
 - in computational tools, 51–52
 - computer-mediated communication forums in, 449–450
 - as contextualized approach, 47, 50
 - cultural climate and, 50–51

- cultural processes and, 689
 - as dialogue game, 448–449
 - differentiated, 53
 - with disciplinary content, 681
 - distributed, 52–54
 - engagement and, 674–675
 - fading (of supports), 46–47, 55
 - future outlook for, 56–57
 - helping learning through, 46–47
 - historical roots of, 44–46
 - historical text reading example, 45
 - hypermediation in, 55
 - interest and, 674–675
 - in knowledge building, 404–406
 - in learning environments, 50
 - in learning promotion, 9, 10
 - motivation and, 49, 673, 674–675
 - during museum visits, 464
 - problematizing work with, 49
 - in problem-based learning, 305–309
 - prolepsis* in, 46, 52
 - prompts in, 52
 - redundant, 53
 - representation in, 306–309
 - research on, 120–121
 - in science education, 580–581
 - of scientific argumentation, 453–455
 - software-realized, 51–52
 - synergistic, 53–54
 - in teaching/learning interactions, 50–51
 - term use, 44n1, 121
 - transformation of tasks in, 48–50
 - visual argument maps in, 450–453
 - water quality modeling example, 45
 - zone of proximal development in, 45–46
- Scaffold Meter, 407
- scale-free networks, 328
- scale-up interventions/initiatives, 22, 35–38
- Scanlon, E., 449
- Scardamalia, M., 113–114, 122, 196, 483
- Schank, Roger, 11, 14–15, 730
- Schauble, L., 151, 176, 740
- Schegloff, E. A., 129
- schematic templates, 599
- schemas*, 24–25
- Schmer, 341
- Schmidt, H. G., 302
- Schneider, W., 72
- Schoenfeld, A. H., 113, 141, 172, 173, 179–180, 187–188, 193
- Schon, D. A., 123
- Schools Council History Project, 591
- Schools for Thought* classrooms, 21–22
- schools/schooling. *See also* instructionism
- assumption of, 1–2
 - collaboration in, 207
 - computers in, 11–12
 - goal of, 1
 - incompatibilities with learning sciences, 738
 - out-of-school learning, 689
 - traditional practices, 4, 5–18t1.1
- Schrader, J., 218–219, 225
- Schraw, G., 70
- Schwarz, B., 451–452
- science center visits, 675–676
- science education
- blended science knowledge in, 569–571
 - coevolution concept in, 565
 - comparative standards, 568
 - complex project engagement, 587
 - constructivism in, 570
 - curriculum materials, 736
 - design principles for, 579–580
 - diversity in, 574
 - dual-domain coevolutionary process in, 579–580
 - instructionist forces in, 567
 - learning outcomes, 568–569
 - learning progressions in, 570–571
 - learning sciences and, 565–566
 - mini-conference format in, 581–582
 - national policy and, 566
 - participatory simulations, 582–583
 - pedagogical practices in, 569–570, 571
 - performance expectations in, 567–568
 - personally relevant contexts, 581
 - reforms in, 573–574
 - repeated interactions, 570
 - research questions on, 569, 573, 575, 579
 - scaffolding in, 580–581
 - social activity structures in, 581–582
 - SSIs in, 577–578
 - targeted students/learners, 573–574
 - templates for, 580–581
- science/scientific knowledge
- argumentation in, 439
 - blended approach, 569–571
 - body actions and, 368–370
 - cultural processes and, 692–693
 - educational standards for learning, 4–5
 - educational technologies in, 578–579
 - epistemology of, 7
 - experimental design in, 13
 - large-scale assessments, 676–677
 - in museum environments, 346
 - origins of, 329
 - participation and, 578–579
 - project-based learning and, 279–280
 - scaffolding of, 453–455
 - Science Workshop (inquiry practice), 698
 - situated perspective, 576–577
 - sociocultural context, 575–576
 - student participation in, 5–6
 - targeted design strategies, 574
 - types of, 566–569
 - videogames and, 379–380

- science standards, 331–332
- Science Workshop (inquiry practice), 698
- scientific approaches
to project-based learning, 285–288t14.2.
to study of learning, 22–23
- scientific revolutions, 92
- seamless learning, 503–505
- Secor, M., 617
- Sefton-Green, J., 638–639
- Seidel, T., 221
- self-directed learning (SDL), 309
- self-regulated learning (SRL), 66, 67–68, 75–76, 672
- self-report measures, of metacognition, 73
- SenseMaker, 432, 454
- sensemaking, scaffolding and, 48
- sense of belonging, 690
- Seop, E., 637
- sequencing, in cognitive apprenticeship, 112t 6.1, 115
- sequential pattern mining, 260
- SERP (Strategic Education Research Partnership), 661–662
- Sfard, A., 495–496
- Shaw, V., 444
- Shemilt, D., 591, 596
- Sheridan, K. M., 636
- Sherin, B. L., 187
- Shin, N., 288
- shortcut sum* strategy, 174–175, 182
- Shulman, L. S., 707–708
- Siegler, Robert, 172, 173, 174–175, 178, 179–180, 181, 182, 185, 186–187
- Siemens, G., 255–257
- signifying* (ritual insult), 697
- SimCalc, 22
- “SimDistrict,” 330
- Simon, H. A., 184–185, 197–198
- “SimSchool,” 330
- simulated action, abstraction as, 360–362
- simulation games. *See* videogames
- single-loop learning, 132
- Sinker, R., 638
- situated action, as activity system, 128.
See also activity systems
- situated cognition
complex systems and, 29
as influential theory of learning, 24
- situated learning
as activity system, 128. *See also* activity systems
in cognitive apprenticeship, 112t 6.1, 116
project-based learning as, 275
research on, 117–118
- situational interest, 302, 670
- situative studies, on complex environments, 25–26
- situativity perspective, 6, 132
- Sitzmann, T., 386, 387
- skills, global vs. local, 115
- skills movement, 411
- Skinner, B. F., 11, 673, 734–735
- Sloway, E., 120
- Smagorinsky, P., 606–607
- small groups, CSCL and, 492
- smartphones, 726
- Smiley, S. S., 612
- Smith, E., 72
- Smith, Frank, 118
- Smith, J. P., 97, 172, 179–180
- Smith, M., 556, 606–607, 616
- Smitherman, G., 694
- SNAPP, 262
- social cohesion, 423
- social comparisons/group interactions, 70–71
- social constructivists, 25
- social interaction
in games, 349
in project-based learning, 278
- social knowledge construction, 381
- social learning theory, complex systems and, 29
- social media
as disruptive activity, 513–514
museums and, 468–470
- social network analysis (SNA), 203–204, 259, 410
- social systems, groups as, 419–420, 422
- Society for Learning Analytics Research, 254
- sociocognitive approach
to arts learning, 631
in museums, 462–463
- sociocultural approach, to mobile learning, 512
- socioculturalism, 25
- sociocultural studies, 25–26
- sociology, in cognitive apprenticeship, 112t 6.1, 115–116
- sociomathematical norms, 554–555
- socio-scientific issues (SSIs), 577–578
- Socio-technical environment for learning and learning activity research (STELLAR), 218, 313
- software programs. *See also specific programs*
for CSCL, 490
educational, 11–13
for video analysis, 221–222
- software-realized scaffolding, 51–52
- Soloway, E., 287–288
- Solso, R. L., 628
- Spiro, R. J., 218
- Spolin, Viola, 629–630
- SPSS analytic tool, 255
- Squire, K., 152, 153–154
- stabilization, 142
- “stage theory” of intelligence, 91

- Stahl, G., 217, 492
Stake, R., 153, 163, 165
standardized test administration, 244, 744.
 See also assessment
standards, for learning, 4–6
Stanford, Leland, 215–216
StarLogo (agent-based modeling program),
 323–324, 326
state of knowledge, 399–400
Stavrianopoulos, K., 73–74
Steele, C. M., 690
Stein, M. K., 556
Steinbach, R., 113–114
Steinkuehler, C., 381–382
STELLAR (Socio-technical environment for
 learning and learning activity research),
 218, 313
STEM knowledge
 embodied perspective, 358
 videogame challenge for, 388
Stevens, R., 204, 226
Stigler, J. W., 224
Stokes, D. E., 152
Stokes, Peter, 729
Stone, C. A., 199
“storied truths,” 152, 155, 162–163, 165,
 166–167
Strategic Education Research Partnership
 (SERP), 661–662
strategic knowledge
 problem solving and, 111–112
 tacit knowledge as, 113
strategic performance problems, in PBL, 304
Stratman, J., 618
Strauss, A., 163
“Stretch & Explore,” 635–636
Strike, K. A., 96
Strom, D., 203–204
strong coherence, rejection of, 92–93, 98
Stroup, W., 324–325
structure discovery algorithms, 258
The Structure of Scientific Revolutions
 (Kuhn), 92
student achievement measurement, 243.
 See also assessment
student participation, in conceptual learning,
 137–138
student performance, learning environment
 and, 8
students
 authentic knowledge creation in, 398
 authentic practices engagement by, 5
 computer use by, 11–12
 learning processes of, 3
 prior knowledge of, 3, 8–9
“Studio Habits of Mind,” 637
“studio” scenario, 446
Suárez, J. M., 72
Suchman, Lucy, 14
summative assessment, 234. *See also* assessment
Sungur, S., 73
supervenience, 28–29
Suppes, Patrick, 339
surface knowledge, 4
sustained creative work, 407–410
symbolic interactionism, 27
symbols, manipulation of, 360
synergistic scaffolding, 53–54
systemic approaches, 738–739
systemic research
 assumptions of, 29
 vs. elemental research, 28
 methods of, 33
 summary findings from, 33
 time scales of, 30
system-level hypotheses, 136–138

Tableau Software, 255
tablet computers, 726
tacit knowledge, strategic knowledge as, 113
tangible educational design, 343
tangible/full-body interfaces
 applications for, 345
 body augmentation, 346–347
 cameras/sensors in, 345
 for children’s learning places, 348–351
 cognitive limitations of, 353–354
 computational crafts, 343–344
 computationally-enriched spaces, 344
 craft technology in, 352
 DIY community and, 354–355
 educational activity design, 352
 embedded computing, 341
 embodied cognition and, 347–348
 embodied metaphors in, 350
 fabrication/construction technologies,
 340–341
 human-computer interaction (HCI) in,
 348–349
 in informal settings, 352
 in learning sciences, 341, 351–353
 “maker movement” in, 354–355
 novel materials, 342
 optics/tracking in, 342–343
 pedagogic strategies for, 350
 physical activity platforms, 349–350
 representative devices, 340–341
 in science museums, 346, 350
 social aspects of, 351
 space-based interaction, 351
 in urban playgrounds, 345, 349–350
 virtual learning environments (VLEs), 345
 virtual-reality (VR), 344–345
Tannen, D., 439

- Tapped In, 712
- target performance, in learning progression model, 238
- task cohesion, 423
- task interdependence, 423
- task-specific knowledge, 606–607, 614–616
- Tate, E. D., 574
- Taylor, J., 177
- teacher learning
 - book club model for, 711
 - career phases, 708
 - classroom practice, 709
 - coaching, 713
 - cognitive tools in, 717–718
 - communications technologies in, 711–712
 - communities of practice, 710–711
 - content knowledge, 707–708
 - context importance in, 708
 - curriculum materials, 716
 - DBR in, 709–710
 - digital tools in, 717–718
 - distributed expertise, 710
 - future trends in, 718–719, 744
 - guided inquiry in, 711
 - knowledge building communities, 712–713
 - knowledge domains, 707–708
 - LeTUS project, 709
 - on-line courses, 715
 - mentoring, 713
 - pedagogical knowledge, 707–708
 - practice-based education, 714
 - professional development (PD), 708–709
 - quality/performance focus, 707
 - rehearsals, 714
 - situativity in, 709, 715
 - social supports, 710
 - sociocultural perspective, 713
 - video use, 715
- teachers
 - embodied design and, 731
 - as experts, 738
 - future of learning and, 737
 - job of, 1, 15–16
 - learning by, 557–558
 - learning sciences and, 4
 - mobile devices and, 507
 - in museum environments, 466, 469–470
 - PBL training, 312–313
 - as scaffolds, 306
- teaching
 - as argument, 455
 - experiments in, 550–551, 552–553
 - on-line, 480
 - procedure use in, 403
- Teasley, S. D., 481–482
- technology. *See* computer technology
- Technology Enhanced Learning in Science (TELS), 574
- “technomethodology,” 495
- textbooks, 743
- Thagard, P., 411–412
- Thai, A., 388
- Thames, M., 707–708
- ThEMaT (Thought Experiments in Mathematics Teaching), 716
- theoretical forums, 450
- theories of learning
 - American pragmatism, 26–27
 - argumentation, 440–442
 - cognitive science, 23–24
 - constructivism, 24–25
 - of dialogue, 441
 - expectancy-value, 671–672
 - situated cognition, 24
 - sociocultural theory, 25
- “theory theory,” 95–96, 98, 99
- thick description/interpretation, 217
- Thinking Tags, 579
- Third International Mathematics and Science Study (TIMSS), 217
- Thomas, M., 385–386
- Thorndike, Edward, 488–489, 546
- Thought Experiments in Mathematics Teaching (ThEMaT), 716
- “thought units,” 193
- 3D printers, 342–343
- three-slot schema, 180
- Tiberghien, A., 93–94
- TIMSS (Trends in International Mathematics and Science Study), 224, 736
- Tinker, R., 287–288
- tip-of-the-tongue (TOT) phenomenon, 67
- Tochon, F., 216
- topic coverage, 736
- topic-divergent motions, 431–432
- topic-related motions, 431–432
- Torres, C. A., 165
- Toulmin, Stephen, 91–93, 96, 98, 103–104, 105, 241, 440–441, 616–617
- trace data, interpretation of, 77–78
- tracking behavior, in museums, 462
- traditional classroom practices, 4, 5–18t1.1
 - See also* schools/schooling
- Transana™, 222
- transcript analysis, 200–203, 201t10.2.
- transformational innovation, 727–728
- translating, 613–614. *See also* literacy learning
- “transliteracy,” 402, 413
- “transmission” scenario, 446
- transport, 142–143
- Trends in International Mathematics and Science Study (TIMSS), 224, 736
- tribal institutions, 659–660
- truncated action, 361
- Tsoukas, H., 401
- tutor (“more knowledgeable other”), 46

- tutoring, 11, 300, 303–304, 732.
 See also Cognitive Tutors; MetaTutor
Tuzu, H., 385–386
“21st century skills,” 398, 411, 728–729
two-slot schema, 180
- “ubiquitous” computing, 346–347
ubiquitous learning, 512–513
Udacity, 254
uniform learning, 738
United States
 large-scale testing in, 246
 science standards in, 331–332
United States National Research Council, 2
Universal Design for Learning (UDL), 289
unobtrusive performance measures, 76–77
- Vanderbilt University, 117, 218
van der Spek, E. D., 380, 386–387
van de Sande, B., 139
Van Eemeren, F. H., 441
van Hiele, D., 549–550
van Hiele, P., 549–550
van Nimwegen, C., 380, 386–387
van Oostendorp, H., 380, 386–387
van Rompay, Thomas, 363
VanSledright, B. A., 591
Vedder, P., 681
Veenema, S., 636
Veermans, M., 678
verbal articulation/protocols, 184–185
video data collection, 219–220
videogames
 as assessment, 382–383
 as bait, 380–382
 challenges for, 388–389
 character theory, 384–385
 as content, 379–380
 definition of, 388
 effects/effectiveness of, 386–388
 engaged learning and, 384–386
 gameplay motivations, 384–385
 “gamification” techniques, 385
 historical simulation, 379
 impact of, 377–378
 industry growth, 377
 instructional context of, 389
 for language learning, 380
 pedagogical principles in, 378
 role of, 378–379
 for science learning, 379–380
 teachers’ role in, 388–389
 time spent on, 377
Video Mosaic Collaborative, 223
video recording/capturing, 220–221
Video Research in the Learning Sciences
 (Goldman, Pea, Barron and Derry),
 214, 222
- video technology, uses of, 117. *See also* digital
 video research
video use, in teacher learning, 715
Viennot, L., 93–94
view, change in, 442
Views of the Nature of Science (VNOS), 740
“virtual graffiti,” 515
virtual learning environments (VLEs), 345
virtual-reality (VR), 344–345
“virtual tourist trails,” 512
virtual worlds
 to assess learning, 523, 532–533
 avatars in, 522–523
 challenges facing, 531–532
 cheat sites, 530–531
 currency in, 528
 definition of, 522
 depth in, 536
 EcoMUVE, 526–527
 educational potential of, 522
 as engaging/motivating, 523
 evolution in, 536
 expert advice in, 536–537
 future research on, 535
 guilds in, 522–523
 hybrid models in, 537–538
 identity exploration and, 522–523
 individualized guidance system (IGS), 534
 inside schools, 524–528
 learning pathways, 533–534
 Minecraft, 531
 number of players, 531
 outside schools, 528–532
 persistent nature of, 522–523
 Quest Atlantis, 524
 River City, 524–525
 scaling of, 535–536
 science games, 528–530
 security/privacy issues, 527
 shift in, 536
 social interaction support, 522–523
 spread in, 536
 sustainability in, 536
 teacher development and, 527
 technology infrastructure for, 527
 tracking participation, 534–535
 user path analysis, 533–534
visual arts development, 629
visualization, in geometric thinking, 550
visualization methods, 260–261
vitalist biology/vitalism, 98, 103–104
VMCAlytic, 223
Vogel, J. J., 386, 387
Vom Lehn, D., 226
Vosniadou, S., 99–100, 101
Vrugt, A., 74
Vygotsky, Lev, 10, 25, 45–46, 121, 130–131, 173,
 303, 351, 360, 361, 487, 553

Wagner, J. F., 143
Walker, A. E., 305, 312, 449
Walton, D., 441
warrants, in argumentation, 440–441
Waters, H. S., 613
wayfaring, 142–143
ways of knowing. *See* science/scientific knowledge
Web-based Integrated Science Environment (WISE), 22, 454, 714
web-based video, 215. *See also* digital video research
webcams, 221
Web Constellations™, 214
Weinert, F. E., 72
Weissbein, D., 72
Weka, 262–263
Wellman, H., 101
Well Played journal, 384
Wenger, E., 118
Werner, H., 173
Wertsch, J. V., 199
“When Smart Groups Failed” (Barron), 204–205
White, B. Y., 124
whiteboards, in PBL, 306–309
 See also Interactive White Board (IWB)
Whitehill, T., 313–314
Whitenack, J. W., 218
whole-word approach, 609–610
Whyville, 528–530, 537–538
Wilensky, U., 323–325, 326–327, 330, 582–583
Wiley, L., 633
Wineburg, S., 592, 594, 711
Winner, E., 628, 636
wireless handheld devices. *See* mobile learning
Wireless Internet Learning Devices (WILDs), 507
WISE (Web-based Integrated Science Environment), 22, 432, 454
Wiser, Marianne, 95
Wittgenstein, L., 489
Wong, L. -H., 504
Wood, D., 44, 48, 49, 121
Woolgar, S., 693
Woolworth S., 711
word attack tasks, 609–610
word identification tasks, 609–610
word meaning access, 610–611. *See also* literacy learning
Wouters, P., 380, 386–387
writing/writing systems, 605–606, 613–614.
 See also literacy learning

Yacef, K., 257
Yates, K., 386, 387
Yee, N., 384–385
Yoon, S. A., 326
Young, M. F., 380, 381, 386, 387, 388, 389

Zeit, C. L., 445
Zemel, A., 217
Zhang, J., 400, 412
Zimmerman, B. J., 673
zone of proximal development (ZPD), 45–46, 50, 121, 464, 487
Zottmann, J., 218–219, 225
Zurita, G., 507–508
Zydeco, 287–288