

## 2020/05/20 实证教育与循证实践分享中涉及的参考文献

### ④实证研究与循证教育/实践(Evidence-based Practice in Education)

- Slavin, R. E. (2002). Evidence-based education policies: Transforming educational practices and research. *Educational Researcher*, 31(7), 15-21.
- Slavin, R. E. (2004). Education research can and must address “what works” questions. *Educational Researcher*, 33(1), 27-28 .
- Slavin, R. E. (2008). Evidence-based reform in education: Which evidence counts? *Educational Researcher*, 37(1), 47-50.
- 袁振国. (2019). 科学问题与教育学知识增长. *教育研究*, (4): 4-14.
- 王卫华. (2019). 教育思辨研究与教育实证研究:从分野到共生. *教育研究*, (9): 139-148.
- Gall, M. D., Gall, J. P., & Borg, W. R. (2014). *Applying educational research: How to read, do, and use research to solve problems of practice(7<sup>th</sup> Ed)*. Pearson Education.
- 梅瑞迪斯·高尔, 乔伊斯·高尔, 沃尔特·博格 (徐文彬等译). (2016). 教育研究方法 (第六版). 北京: 北京大学出版社.
- 陶丹. (2008). 我们需要什么样的教学设计研究. *现代教育技术*, 18(10):42-45.
- 美国国家研究理事会 (曹晓南等译). (2006). 教育的科学研究. 北京: 教育科学出版社.
- National Research Council. (2002). *Scientific research in education*. National Academies Press.
- Eisenhart, M., & Towne, L. (2003). Contestation and change in national policy on “scientifically based” education research. *Educational Researcher*, 32(7),31-38.
- McMillan, J. H. & Wergin, J. F. (2002). *Understanding and evaluating educational research (2<sup>nd</sup> Ed)*. Upper Saddle River, NJ: Merrill Prentice Hall.
- Klahr, D. (2019). Learning sciences research and Pasteur’s Quadrant. *Journal of the Learning Sciences*, 28, 153-159.
- Hostetler, K. (2005). What is “good” education research? *Education Researcher*, 34(6), 16-21.
- Yates, L. (2004). *What does good education research look like?* Berkshire, England: Open University Press.
- Berliner, D. C. (2002). Educational research: The hardest science of all. *Educational Researcher*, 31(8), 18-20.
- Erickson, F., & Gutierrez, K. (2002). Culture, rigor, and science in educational research. *Educational Researcher*, 31(8), 21-24.
- Feuer, M. J., Towne, L., Shavelson, R. J. (2002). Scientific culture and educational research. *Educational Researcher*, 31(8), 4-14.
- Pellegrion, J. W., & Goldman, S. R. (2002). Be careful what you wish for—You may get it: Educational research in the spotlight. *Educational Researcher*, 31(8), 15-17.
- Lagemann, E. C. (2000). An elusive science: The troubling history of education research. University of Chicago.
- Lee, C. D. (2010). Soaring above the clouds, delving the ocean’s depths: Understanding the ecologies of human learning and the challenge for education science. *Educational Researcher*, 39(9), 643-655.
- Creswell, J. W., & Plano Clark, V. L. (2011). *Designing and conducting mixed methods research*. Thousand Oaks, CA: SAGE Publications.
- Sfard, A. (1998). On two metaphors for learning and the dangers of choosing just one. *Educational Researcher*, 27(2), 4-13.

Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge, New York: Cambridge University Press.

Vinovskis, M. A. (1993). Analysis of the quality of research and development at the OERI research and development centers and at the OERI regional educational laboratories. Office of Educational Research and Improvement, Washington, DC.

### ②学习科学与科学教育

Sawyer, R. K. (2014) (Eds.). *Cambridge handbook of the learning sciences*(2<sup>nd</sup> ed). New York, Cambridge University Press.

National Research Council. (1999). *How people learn: Brain, mind, experience, and school*. Washington, DC: National Academies Press.

National Research Council. (2018). *How people learn II: Learners, contexts, and cultures*. Washington, DC: National Academies Press.

Yoon, S.A., & Hmelo-Silver, C. E. (2017). What do learning scientists do? A survey of the ISLS membership. *Journal of the Learning Sciences, 26*, 167-183.

Brown, A. L. (1992). Design experiments: Theoretical and methodological challenges in creating complex interventions in classroom settings. *Journal of the Learning Sciences, 2*(2), 141-178.

Sandoval, W. (2014). Conjecture mapping: An approach to systematic educational design research. *Journal of the Learning Sciences, 23*, 18-36.

Zhang, J., Hong, H-Y., Scardamalia, M., Teo, C. L., & Morley, E. A. (2011). Sustaining knowledge building as a principle-based innovation at an elementary school. *Journal of the Learning Sciences, 20*, 262-307.

Corcoran, T., Mosher, F. A., & Rogat, A. (2009). Learning progressions in science education: An evidence-based approach to reform. Consortium for Policy Research in Education (CPRE).

Duncan R. G., & Hmelo-Silver, C. E. (2009). Learning progressions: Aligning curriculum, instruction, and assessment. *Journal of Research in Science Teaching, 46*(6), 606-609.

Duschl, R., Maeng, S., & Sezen, A. (2011). Learning progression and teaching sequences: A review and analysis. *Studies in Science Education, 47*(2), 123-182.

National Research Council. (2007). *Taking science to school: Learning and teaching science in grades K-8*. Washington, DC: National Academies Press.

National Research Council. (2012). *A framework for K-12 science education: Practices, crosscutting concepts, and core ideas*. Washington, DC: National Academies Press.

National Research Council. (2014). *Developing assessment for the Next Generation Science Standards*. Washington, DC: National Academies Press.

NGSS Lead States. (2013). *Next generation science standards: For states, by states*. Washington, DC: National Academies Press.

姚建欣, 郭玉英. (2018). 学习进阶: 素养的凝练与范式的演变. *教育科学, 34*(4), 30-35.

### ③知识建构 (Knowledge Building)

Bereiter, C. (2002). Design research for sustained innovation. *Cognitive Studies, 9*, 321-327.

Bereiter, C. (2002). *Education and mind in the knowledge age*. Mahwah, NJ: Lawrence Erlbaum Associations Publishers.

Bereiter, C., & Scardamalia, M. (2010). Can children really create knowledge? *Canadian Journal of Learning and Technology, 36*(1). Retrieved online at

<http://www.cjlt.ca/index.php/cjlt/article/view/585>.

- Chan, C. K. K., Burtis, P. J., & Bereiter, C. (1997). Knowledge building as a mediator of conflict in conceptual change. *Cognition and Instruction, 15*(1), 1–40.
- Chen, B., & Hong, H-Y. (2016). Schools as knowledge-building organizations: Thirty years of design research. *Educational Psychologist, 51*(2), 266-288.
- Kali, Y. (2006). Collaborative knowledge building using the design principles database. *International Journal of Computer-Supported Collaborative Learning, 1*, 187–201.
- Paavola, S., & Hakkarainen, K. (2005). The knowledge creation metaphor: An emergent epistemological approach to learning. *Science & Education, 14*, 535–557.
- Scardamalia, M., & Bereiter, C. (1991). Higher levels of agency for children in knowledge building: A challenge for the design of new knowledge media. *Journal of the Learning Sciences, 1*(1), 37–68.
- Scardamalia, M., & Bereiter, C. (2010). A brief history of knowledge building. *Canadian Journal of Learning and Technology, 36*(1). Retrieved online from <https://www.cjlt.ca/index.php/cjlt/article/view/26367>
- Scardamalia, M., Bereiter, C., & Lamon, M. (1994). The CSILE Project: Trying to bring the classroom into World 3. In K. McGilly (Ed.), *Class-room lessons: Integrating cognitive theory and classroom practice* (pp. 201–228). Cambridge, MA: MIT Press.
- Scardamalia, M., & Bereiter, C. (2003). Knowledge building. In J. W. Guthrie (Ed.), *Encyclopedia of education* (2nd ed., Vol. 17, pp. 1370–1373). New York, NY: Macmillan Reference.
- Scardamalia, M., & Bereiter, C. (2007). Fostering communities of learners and knowledge building: An interrupted dialogue. In J. C. Campione, K. E. Metz, & A. S. Palinscar (Eds.), *Children's learning in the laboratory and in the classroom: Essays in honor of Ann Brown* (pp. 197–212). Mahwah, NJ: Lawrence Erlbaum.
- Scardamalia, M., & Bereiter, C. (2014). Knowledge building and knowledge creation: Theory, pedagogy, and technology. In R. K. Sawyer (Ed.), *Cambridge Handbook of the Learning Sciences*. New York: Cambridge University Press.
- Scardamalia, M. (2002). Collective cognitive responsibility for the advancement of knowledge. In B. Smith (Ed.), *Liberal education in a knowledge society* (pp. 76-98). Chicago, Open Court.
- van Aalst, J. (2009). Distinguishing knowledge-sharing, knowledge-construction, and knowledge-creation discourses. *International Journal of Computer-Supported Collaborative Learning, 4*, 259–287.
- van Aalst, J., & Chan, C. K. K. (2007). Student-directed assessment of knowledge building using electronic portfolios. *Journal of the Learning Sciences, 16*, 175–220.
- Zhang, J., Tao, D., Chen, M-H., Sun, Y., Judson, D., & Naqvi, S. (2018). Co-organizing the collective journey of inquiry with Idea Thread Mapper. *Journal of the Learning Sciences, 27*, 390-430.
- Zhang, J., Scardamalia, M., Reeve, R., & Messina, R. (2009). Designs for collective cognitive responsibility in knowledge-building communities. *Journal of the Learning Sciences, 18*(1), 7–44.
- Zhang, J., Hong, H.-Y., Scardamalia, M., Teo, C. L., & Morley, E. A. (2011). Sustaining Knowledge Building as a principle-based innovation at an elementary school. *Journal of the Learning Sciences, 20*, 262–307.