



**BIBLIOGRAPHY**

## BIBLIOGRAPHY

- Ackerman, E. (1996). Perspective Taking and Object Construction: Two Keys to Learning. In Y. Kafai & M. Resnick (Eds.), *Constructionism in Practice: Designing, Thinking, and Learning in a Digital World* (pp. 25-35). New Jersey: Lawrence Earbaum Associates.
- Aiken, W. (1942). *The story of the eight-year study: With conclusions and recommendations*. New York: Harper & Brothers.
- Araujo, U. (1996). A longitudinal approach to the relations between the "cooperative school environment" and children's moral judgment. Unicamp/Brasil. (Unpublished paper)
- Archee, R., & Duin, A. H. (1995, ). The WWW and Distance Education - Convergence or Cacophony? Paper presented at the AUUG '95 & Asia-Pacific WWW '95 Conference and Exhibition, Sydney, Australia.
- Banerjee, M.C.(2006). Effectiveness of Concept Attainment Model(CAM) in terms of Achievement in Science of Class VIII. Unpublished M.Ed. Dissertation Submitted to Barkatullah University, Regional institute of Education, Bhopal.
- Barker, P. (1994). Designing Interactive Learning, in T. de Jong & L. Sarti (Eds), *Design and Production of Multimedia and Simulation-based Learning Material*. Dordrecht: Kluwer Academic Publishers.
- Baumrind, D. (1971). Current patterns of parental authority. *Developmental Psychology Monograph*, 4(1), 1-103.
- Baumrind, D. (1989). Rearing competent children. In W. Damon (Ed.). *Child development today and tomorrow* (pp. 349-376). New Directions for Child Development, San Francisco: Jossey-Bass.
- Bredo, E. (1994). Reconstructing educational psychology: Situated cognition and Deweyian pragmatism. *Educational Psychologist*, 29(1), 23-25.
- Berners-Lee, T (1989). The Original Proposal of the WWW, HTMLized. [on-line] Available: <http://www.w3.org/History/1989/proposal.html>
- Brooks, J.G. and Brooks, M.G. (1993). In search of understanding: The case for constructivist classroom, Association for supervision and curriculum development, Alexandria, VA.
- Brown, J. S., Collins, A., & Duguid, P. (1989). Situated cognition and the culture of learning. *Educational Researcher*, 18(1), 32-41.

- Brown, J.S. and Collins, A. and Duguid, P.(1989). Situated cognition and the culture of learning, *Educational Researcher*, 18(1), pp. 32-42.
- Bruner, J. (1996). *The Culture of Education*. Cambridge, MA: Harvard University Press.
- Chaille, C., & Britain, L. (1997). *The young child as scientist: A constructivist approach to early childhood science education*. Second edition. New York: Longman.
- Chamberlin, D., Chamberlin, E., Drought, N., & Schott, W. (1942). *Did they succeed in college? The follow-up study of the graduates of the thirty schools*. New York: Harper & Brothers.
- Classrooms*. Alexandria, VA: Association for Supervision and Curriculum Development, 1993.
- Clough, E. E. and Driver, R. (1986). A study of consistency in the use of students' conceptual frameworks across different tasks contexts, *Science Education*, 70(4), pp. 473-496.
- Cobb, P. (1995). Continuing the conversation: A response to Smith. *Educational Researcher*, 24(6), 25-27.
- Cognitive perspectives on peer learning* (pp. 197-211). Mahwah, New Jersey: Lawrence Erlbaum Associates.
- Crotty, M. (1998). *The foundations of social research: Meaning and perspective in the research process*. London: Sage Publications
- Cunningham, D. J. (1992). *Assessing Constructions and Constructing Assessments: A Dialogue*. In T. M. Duffy & D. H. Jonassen (Eds.), *Constructivism and the Technology of Instruction: A Conversation* (pp. 36-43). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Derry, S. J. (1999). *A Fish called peer learning: Searching for common themes*. In A. M. O'Donnell & A. King (Eds.),
- Developmental Studies Center*. (1998). *The child development project: Summary findings in three evaluation studies*. Oakland, CA: Developmental Studies Center.
- DeVries, R. & Zan, B. (1994). *Moral classrooms, moral children: Creating a constructivist atmosphere in early education*. New York: Teachers College Press.
- DeVries, R. (1986). Children's conceptions of shadow phenomena. *Genetic, Social, and General Psychology Monographs*, 112(4), 479-530.

- DeVries, R., & Goncu, A. (1987). Interpersonal relations between four-year-olds in dyads from constructivist and Montessori classrooms. *Applied Developmental Psychology*, 8, 481-501.
- DeVries, R., & Kohlberg, L. (1987/1990). Constructivist early education: Overview and comparisons with other programs. Washington, DC: National Association for the Education of Young Children.
- DeVries, R., Zan, B., & Hildebrandt, C. (2000). Constructivist early education for moral development. *Early Education and Development*, 11(1), 9-35.
- DeVries, R., Zan, B., Hildebrandt, C., Edmiaston, R., & Sales, C. (2002). *Developing constructivist curriculum in early education: Practical principles and activities*. New York: Teachers College Press.
- Dewey, J. (1913/1975). *Interest and effort in education*. New York: Free Press.
- Dewey, J. *Democracy and Education*. New York: Free Press, 1966.
- Di Vesta, F. J. (1987). The Cognitive Movement and Education. In J. A. Glover & R. R. Ronning (Eds.), *Historical Foundations of Educational Psychology* (pp. 203-233). New York: Plenum Press.
- Di Vesta, F. J. (1987). The Cognitive Movement and Education. In J. A. Glover & R. R. Ronning (Eds.), *Historical Foundations of Educational Psychology* (pp. 203-233). New York: Plenum Press.
- Dillenbourg, P. S., & Schneider, D. (1995). Collaborative Learning and the Internet. [on-line] Available: [http://tecfa.unige.ch/tecfa/tecfa-research/CMC/iccai95\\_1.html](http://tecfa.unige.ch/tecfa/tecfa-research/CMC/iccai95_1.html).
- Driver, R. (1983). *The pupil as scientist*, Open University Press, Milton Keynes.
- Driver, R. (1989). Students conception and learning of science, *international journal of science Education*, II, pp. 481-490.
- Driver, R. and Easley, J. (1978). Pupils and paradigms: A review of literature related to concept development in adolescent science students, *Studies in Science Education*.
- Duckworth, E. (1978). *The African primary science program: An evaluation and extended thoughts*. Grand Forks, ND: University of North Dakota Study Group on Evaluation.

- Duckworth, Eleanor, Jack Easley, David Hawkins, and Androula Henriques. *Science Education: A Minds-on Approach for the Elementary Years*. Hillsdale, NJ: Erlbaum, 1990.
- Duffy, T. M., & Jonassen, D. H. (1992). Constructivism: New Implications for Instructional Technology. In T. M. Duffy & D. H. Jonassen (Eds.), *Constructivism and the Technology of Instruction: A Conversation* (pp. 1-16). Hillsdale, NJ: Lawrence Erlbaum Associates, Inc.
- Duffy, T.M. & Jonassen, D. (Eds.), (1992). *Constructivism and the technology of instruction: A conversation*. Hillsdale NJ: Lawrence Erlbaum Associates.
- Eklund, J., Garrett, P., Ryan, S., & Harvey, J. (1996). Designing the World Wide Web as an Educational Delivery Medium at the University of Sydney. [on-line] Available: <http://ascilite95.unimelb.edu.au/SMTU/ASCILITE95/abstracts/Eklund2.html>.
- Ernest, P. (March 23, 1999). Social Constructivism as a Philosophy of Mathematics: Radical Constructivism
- Eylon, B. S. and Linn, M. C. (1988). Education in learning and instruction: An examination of four research perspectives in science motion, *Review of Educational Research*, 58(3), pp. 251-301.
- Fisher, E.(1996). Distinctive features of pupil-pupil classroom talk and their relationship to learning: How discursive exploration might be encouraged. *Language and Education*, 7, 239-257.
- Fisher, K. M. and Lipson, J. I. (1986). Twenty questions about energy error. *Journal of Research in Science Teaching*, 23 (9), pp. 783-803.
- Forman, G., & Kuschner, D. (1977). *The child's construction of knowledge: Piaget for teaching children*. Monterey, CA: Brooks/Cole.
- Fosnot, C. (1989). *Enquiring teachers, enquiring learners*. New York: Teachers College Press.
- Fosnot, C. (Ed.). (1996). *Constructivism, theory, perspectives, and practice*. New York: Teachers College Press.

- Fosnot, C.T. (1996) *Constructivism: Theory, perspective and practice*, Teachers College Press, New York.
- Freire, P.(1994). *Pedagogy of the Oppressed*. M. Bergman Ramos, Trans, New York: Continuum.
- Gagne, R. M., Briggs, L. J., & Wager, W. W. (1988). *Principles of Instructional Design*. New York: Holt, Rinehart & Winston, Inc.
- Gardener, H.(1993). *Multiple Intelligences: The theory and practice*. New York.
- Giles, H., McCutchen, S., and Zechiel, A. (1942). *Exploring the curriculum: The work of the thirty schools from the viewpoint of curriculum consultants*. New York: Harper & Brothers.
- Gredler, M. E. (1997). *Learning and instruction: Theory into practice* (3rd ed). Upper Saddle River, NJ: Prentice-Hall.
- Grover, S.(2006). *Technology as Tool and Enabler in the Post-NCF-2005: apposition paper on National policy on ICT in education in India*. In Grover, S.(Ed.), *Technology in Education*, Harvard University.
- Gygi, K. (1990). *Recognizing the Symptoms of Hypertext... and What do Do About It*. In B. Laurel (Ed.), *The Art of Human-Computer Interface Design* (pp. 279-287). Reading: Addison Wesley.
- Hannafin, M. J., & Rieber, L. P. (1989). *Psychological Foundations of Instructional Design for Emerging Computer-Based Instructional Design: Part 1. Educational Technology Research & Development*, 37(2), 91-101.
- Holt, D. G.; Willard-Holt, C. (2000). "Lets get real – students solving authentic corporate problems". *Phi Delta Kappan* 82 (3).
- Ichat inc, (1997). Ichat inc, homepage. [on-line] Available: <http://www.ichat.com/>.
- Jeffery, G. (ed) (2005) *The creative college: building a successful learning culture in the arts*, Stoke-on-Trent: Trentham Books.
- Johnson, D., & Johnson, R. (1999). *The three Cs of school and classroom management*. In H. Freiberg (Ed.), *Beyond behaviorism: Changing the classroom management paradigm*. Boston: Allyn and Bacon.

- Johnson-Laird, P.(1983). *Mental Models: Towards a Cognitive Science of Language, Inference and Consciousness*. Cambridge(USA), Harvard University Press.
- Jonassen, D. (1994). *Thinking Technology: Towards a Constructivist Design Model*. *Educational Technology*, (April, 1994), 34-37.
- Jordaan, A. A. (1987). Aspects of the understanding and teaching of laws of science. In Novak, J. D. *Proceedings of Second International Seminar: Misconceptions and Educational Strategies in Science and Mathematics*, Vol. III, p.. 258-267.
- Kafai, Y., & Resnick, M. (1996). *Constructionism in practice: Designing, thinking, and learning in a digital world*. Mahwah, NJ: Lawrence Erlbaum Associates.
- Kami, C. & Ewing, J.K.(1996). *Basing Teaching on Piaget's Constructivism*. *Childhood education*, 72, pp. 260-264.
- Kamii, C. (1989). *Young children reinvent arithmetic*. New York: Teachers College Press.
- Kamii, C. (1994). *Young children continue to reinvent arithmetic. Second grade*. New York: Teachers College Press.
- Kamii, C. (2000). *Young children continue to reinvent arithmetic. Third grade*. New York: Teachers College Press.
- Kamii, C., & DeVries, R. (1978/1993). *Physical-knowledge activities in preschool education: Implications of Piaget's Theory*. New York: Teachers College Press.
- Kamii, C., & DeVries, R. (1980). *Group games in early education: Implications of Piaget's theory*. Washington, DC: National Association for the Education of Young Children.
- Kincheloe, J.L.(2001). *From positivism to an epistemology of complexity: Grounding rigorous teaching*. In Kincheloe, J.L. and D. weil(Eds), *standards and schooling in the United States: An Encyclopaedia*, Santa Barbara, Vol. 2, pp. 325-396.
- Kukla, A. (2000). *Social Constructivism and the Philosophy of Science*. New York: Routledge.
- Lambert, P. E., & Walker, R. A. (1996). *Designing Collaborative WWW Learning Environments - the HENRE Project*.

- Langford, P. (1989). The Process of Learning. In P. Langford (Ed.), *Educational Psychology: An Australian Perspective* (pp. 43-64). Melbourne: Longman Cheshire.
- Laurillard, D. (1993). Balancing the Media. *Journal of Educational Television*, 19(2), 81-93.
- Lave, J. and Wenger, E. (1991). *Situated Learning*. CUP: Cambridge.
- Lave, J., & Wenger, E. (1991). *Situated learning: Legitimate peripheral participation*. Cambridge, UK: Cambridge University Press.
- Lewin, K., & Lippitt, R. (1938). An experimental approach to the study of autocracy and democracy: A preliminary note. *Sociometry*, 1, 292-300.
- Lewin, K., Lippitt, R., & White, R. (1939). Patterns of aggressive behavior in experimentally created "social climates." *The Journal of Social Psychology*, 10, 271-299.
- Lippitt, R. (1939). An experimental study of the effect of democratic and authoritarian group atmospheres. In F. Stoddard (Ed.), *Iowa Studies in Child Welfare*, Vol. XVI, No. 1, 45-195.
- Lippitt, R., & White, R. (1943). The "social climate" of children's groups. In R. Barker, J. Kounin, & H. Wright (Eds.), *Child development and behavior*. New York: McGraw-Hill.
- Maccoby, E., & Martin, J. (1983). Socialization in the context of the family: Parent-child relations. In M. Hetherington (Ed.), *Handbook of child psychology*. Vol. IV. Socialization, personality, and social development (pp. 1-101). New York: John Wiley & Sons.
- Makwana, S. (2007). Influence of Constructivist Approach on Achievement of Class V Students in Geometry- Concept pertaining to Angle. Unpublished M.Ed. Dissertation Submitted to Barkatullah University, Regional institute of Education, Bhopal.
- Matthews, Michael R. (1992). Old Wine in New Bottles: A Problem with Constructivist Epistemology. [on-line] Available: [http://www.ed.uiuc.edu/COE/EPS/PES-Yearbook/92\\_docs/Matthews.HTM](http://www.ed.uiuc.edu/COE/EPS/PES-Yearbook/92_docs/Matthews.HTM).
- Mayhew, K., & Edwards, A. (1936). *The Dewey school*. New York: Appleton-Century.
- McMahon, M. (1997, December). Social Constructivism and the World Wide Web - A Paradigm for Learning. Paper presented at the ASCILITE conference. Perth, Australia.



- McNeil, B. J., Nelson, K. R. (1991). Meta-analysis of interactive video instruction: a 10 year review of achievement effects. *Journal of Computer-Based Instruction*, 18(1), 1-6.
- Mercer, N.(1994). The quality of talk in children's joint activity at the computer. *Journal of Computer Assisted learning*, 10, 24-32.
- Merrill, M. D. (1997). Instructional Transaction Theory (ITT): Instructional Design Based on Knowledge Objects. [on-line] Available: <http://www.coe.usu.edu/coe/id2/ddc0997.html>.
- Morse, S. (1995). The effects of children moving from a constructivist educational setting to a non-constructivist education setting on attitude, efficacy, and school achievement. Paper presented to the American Educational Research Association.
- National Curriculum Framework-2005(NCF-2005). National Council of Educational Research and Training, New Delhi.
- Negroponete, N (1996). Pluralistic, not Imperialistic: the idea that the Net is another form of Americanisation and a threat to local culture is absurd.
- Novak, J.D.(1991). Clarify with concept maps: a tool for teachers alike, *The Science Teacher*, 58(7), pp. 45-49.
- Pagram, J. & McMahan, M. (1997). WeB-CD: An Interactive Learning Experience for Distance Education Students Studying Interactive Multimedia. Poster presented at ICCE97 - International Conference on Computers in Education, Kuching, Malaysia, 2-6 December 1997.
- Pavlov, I. V. (1960). *Conditioned Reflexes: an investigation of the physiological activity of the cerebral cortex*. Trans; G. V. Anrep. New York: Dover Publications.
- Pfannenstiel, J. (1997). Kindergarten learning environments and student achievement: A study of constructivist and traditional teaching approaches. Executive summary. Columbia, MO: University of Missouri-Columbia, Project Construct National Center.
- Pfannenstiel, J., & Schattgen, S. (1997). Evaluating the effects of pedagogy informed by constructivist theory: A comprehensive comparison of student achievement across different types of kindergarten classrooms. Paper presented at the annual meeting of the National Association for the Education of Young Children, Anaheim, November. Philadelphia, PA: Saunders.

- Philips, T.(1990). Structuring context of exploratory talk. In D. Wary(Ed.), Talking and Listening. Leamington Spa: Scholastic, pp.60-72.
- Piaget, J. (1927/1960). The child's conception of physical causality. Paterson, NJ: Littlefield, Adams & Co.
- Piaget, J. (1929/1960). The child's conception of the world. Totowa, NU: Littlefield, Adams & Co.
- Piaget, J. (1932/1965). The moral judgment of the child. New York: Free Press.
- Piaget, J. (1936/1952). Origins of Intelligence. New York: International Universities Press.
- Piaget, J. (1975/1985). The equilibration of cognitive structures. Chicago, IL: The University of Chicago Press.
- Piaget, J. (1977). The Development of Thought: Equilibration of Cognitive Structures. New York: Viking.
- Piaget, J. To Understand is to Invent. New York: Grossman, 1973.
- Piaget, J.(1967). Scaffolding and Achievement in Problem-Based and Inquiry Learning: A Response to Kirschner, Sweller, and Clark (2006) Hmelo-Silver, Duncan, & Chinn (2007). *Educational Psychologist*, 42(2), 99-107
- Prawat, R. S. (1995). Misleading Dewey: Reform, projects, and the language game. *Educational Research*, 24(7), 13-27.
- Prawat, R. S., & Floden, R. E. (1994). Philosophical Perspectives on Constructivist Views of Learning. *Educational Psychologist*, 29(1), 37-48.
- Psychological Study of Social Issues. New York: Henry Hold and Company.
- Read, K. (1966). The nursery school: A human development laboratory.
- Reeves, T. C. (1996): Evaluating What Really Matters in Computer-Based Education. [on-line] Available: <http://www.oltc.edu.au/cp/refs/reeves.html>.
- Reeves, T. C., & Reeves, P. M. (1997). The Effective Dimensions of Interactive Learning on the WWW. In B. H. Khan (Ed.), Web Based Instruction (pp. 59-66). Englewood Cliffs, N. J.: Educational Technology.

- Ring, G. & McMahon, M. (1997). Web Instruction: Searching for a theoretical basis. Paper presented at ICCE97 - International Conference on Computers in Education, Kuching, Malaysia, 2-6 December 1997.
- Rogoff, B. (1990). *Apprenticeship in thinking: cognitive development in social context*. New York, NY: Oxford University Press.
- Saxena, G. B. (1991). *Culture and Cognitive Development: Studies in Mathematical Understanding*. Hillsdale, New Jersey: Lawrence Erlbaum Associates.
- Shmidt, L., & Jacobson, M. (1990). Pupil control in the school climate. ERIC ED Tanner, L. (1997). *Dewey's laboratory school: Lessons for today*. New York: Teachers College Press.
- Simonsen, M. (1995). Does Anyone Really Want to Learn at a Distance? *Techtrends*, 40(5), 12.
- Sims, R. (1996). Interactivity: A Forgotten Art?. [on-line] Available: <http://intro.base.org/docs/interact/>
- Skinner, B. F. (1974). *About Behaviorism*. New York: Knopf.
- Slavin, R. E. (1991). *Educational Psychology*. (3rd ed.). Englewood Cliffs: Prentice Hall.
- The Vygotsky Reader. Rene van der Veer and Jaan Valsiner, eds. Cambridge, MA: Blackwell, 1994.
- Tobin K.G., (1990), Research on science laboratory activities; in pursuit of better questions and answers to improve learning, *School Science and Mathematics*, 90, 403-418.
- Tobin, Kenneth, ed. *The Practice of Constructivism in Science Education*. Washington, DC: American Association for the Advancement of Science, 1993.
- Truman, B. E. (1995). Distance Education in Post Secondary Institutions and Business since 1988. [on-line] Available: <http://pegasus.cc.ucf.edu/~btruman/dist-lr.html>.
- Tudge, J. (1990). Vygotsky, the Zone of Proximal Development, and Peer Collaboration: Implications for Classroom Practice. In L. C. Moll (Ed.), *Vygotsky and Education: Instructional Implications and*

Applications of Sociohistorical Psychology (pp. 155-170). New York: Cambridge University Press.

University of Texas (1997). World Lecture Hall. [on-line] Available: <lecture world www.utexas.edu:80 ">http: http:>

University of Waterloo (1996). Introducing WebTest for the Web . [on-line] Available: <http://fpg.uwaterloo.ca/WEBTEST/>

Vygotsky, L. S. (1978). In M. Cole, V. John-Steiner, S. Scribner, & E. Souberman (Eds.), *Mind in Society*. Cambridge, Mass.: Harvard University Press.

Walker, R. A., & Lambert, P. E. (1996). *Designing Electronic Learning Environments to Support Communities of Learners: A Tertiary Application*. [on-line] Available <http://walkerr.edfac.usyd.edu/henresite/aare/AARE-paper-.html>

Wild, M., & Omari, A. (1996). *Developing Educational Content for the Web: Issues and Ideas*.

Willower, D., & Jones, R. (1963). When pupil control becomes an institutional theme. *Phi Delta Kappan*, 45, 107-109.

Willower, D., Eidell, T., & Hoy, W. (1973). *The school and pupil control ideology*. University Park, PA: The Pennsylvania State University.

Vygotsky (1978). *Mind in society: The development of higher mental processes*. Cambridge, MA: Harvard University Press

Vygotsky, L.S.(1978). *Mind in Society: The development of higher psychological processes*. Cambridge, MA: Harvard University.

Wertsch, J.V (1997) "Vygotsky and the formation of the mind" Cambridge.

Windschitl, M.(1999). *The Challenges of Sustaining a Constructivist Classroom Culture*. *Phi Delta Kappan*, 80, pp. 751-755.