Contents

Part I   Introductions

1  Theorizing Practice ........................................... 3
   Timothy Koschmann

2  Designing to Support Long-Term Growth and Development ....... 19
   Richard Lehrer and Leona Schauble

Part II  The Situated Action Perspective

3  A Situative Perspective on Cognition and Learning in Interaction . 41
   James G. Greeno

4  A Commentary on Incommensurate Programs ...................... 73
   Douglas Macbeth

5  Representational Competence: A Commentary
   on the Greeno Analysis of Classroom Practice .................. 105
   Allan Collins

6  The Interaction of Content and Control in Group Problem
   Solving and Learning ............................................. 113
   Eric Bredo

7  Working Both Sides ............................................. 123
   Kay McClain

8  Responses to the Commentaries .................................. 139
   James G. Greeno

Part III  A Dialogic Theory of Learning

9  Saying More than You Know in Instructional Settings ............ 153
   James V. Wertsch and Sibel Kazak

10 Schooling: Domestication or Ontological Construction? ........... 167
    Martin J. Packer
11 Developing Fluency versus Conceptual Change ............... 189
Bruce Sherin

12 From Dialectic to Dialogic .................................. 201
Rupert Wegerif

13 Vygotsky and Teacher Education in the Knowledge Age .... 223
Sharon Derry

14 Responses to the Commentaries ............................. 239
James V. Wertsch and Sibel Kazak

Part IV Transactional Inquiry

15 A Transactional Perspective on the Practice-Based Science of Teaching and Learning .................................. 247
William J. Clancey

16 On Plants and Textual Representations of Plants: Learning to Reason in Institutional Categories ............... 279
Roger Säljö

17 The Contributions of the Transactional Perspective to Instructional Design and the Analysis of Learning in Social Context ............................................. 291
Paul Cobb

18 Transacting with Clancey’s “Transactional Perspective on the Practice-Based Science of Teaching and Learning” ............... 307
Jim Garrison

19 Making Sense of Practice in Mathematics: Models, Theories and Disciplines ............................................ 323
Jere Confrey

20 A Transactional Perspective on the Workshop: Looking Again and Wondering ........................................ 337
William J. Clancey

Part V Synthesis

21 Do Moments Sum to Years? Explanations in Time .............. 349
Richard Lehrer and Leona Schauble

22 Cultural Forms, Agency, and the Discovery of Invention in Classroom Research on Learning and Teaching ............... 359
Rogers Hall

23 Reflections on Practice, Teaching/Learning, Video, and Theorizing .............................................................. 385
Frederick Erickson
Theories of Learning and Studies of Instructional Practice
Koschmann, T. (Ed.)
2011, XVI, 488 p., Hardcover