

## *Bibliography*

## BIBLIOGRAPHY

- Airasian, P. W. & Walsh, M. E. (1997). Constructivist Cautions. *The Phi Delta Kappan*, 78(6), 444-449.
- Agrawal, B. C. (1996). Pedagogy of Computer Literacy: An Indian Experience. New Delhi: Concept. In Sharma, R. C., Mishra, S. & Pilist, S. K. (2005). *Education in the Digital World*. Viva Books Private Limited: New Delhi.
- Agrawal, B. C. (2005). Educational media in India. In U. V. Reddi & S. Mishra (Eds.), *Perspectives on distance education: educational media in Asia*. Vancouver, B.C.: Commonwealth of Learning.
- Agrawal, B. C. & Sinha, A. K. (1981). *Satellite television in a Bihar village: A case study of SITE*. Ahmedabad: Indian Space Research Organization. Govt. of India.
- American Association for the Advancement of Science. (1989). *Science for All Americans*. Washington, D.C.: AAAS.
- Anita & Jayachandran (2009). Technology Integration Practices of foreign language pre-service teachers: A case study. *Dissertation Abstracts International*, 70(10), 186, 3746 A, The University of Iowa.
- Andersson, A. (2010). Learning E-Learning: The Restructuring of Students Beliefs and Assumptions about Learning. *International Journal on E-Learning*, 9(4), 435-461. Retrieved from ERIC Journal (EJ905920).
- Andreas & Quale (2001). On the Role of Mathematics in Physics: A Constructivist Epistemic Perspective. *Science & Education*, 20(7), 609-624. Retrieved from ERIC Journal (EJ930014).
- Anning & Edwards (1999). *Promoting Children's Learning from Birth to Five*. Buckingham: Open University.
- Ann-kim & Sungmi (2009). Thought Processes in proportional reasoning. *The Dissertation Abstracts International*, 70(11), 679, 4217 A, Harvard University.
- Atkin, J. M. & Karplus, R. (1962). "Discovery or Invention?" *Science Teacher* 29 (5), 45.
- Ausubel, D. P. (1963). *Educational Psychology; a cognitive view*, New York: Holt Rinehart and Winston.

- Ausubel, D. P. & Beran, J. A. (1968). *General Chemistry*. (2<sup>nd</sup>edn). New York: Holt Rinehart and Winston.
- Bandyopadhyay, A. (2013). *Technology integration before student outcomes. Factors affecting teacher adoption of technology in India*. University of Maryland, College Park, ProQuest, UMI Dissertations Publishing, 3590597
- Bar, D. (1990). A solution in search of a problem: the role of technology in educational reform. *Journal for the Education of the Gifted*, 14, 79-95.
- Barbour, R. S. (2007). *Doing Focus Groups*, London: Sage
- Barry, J. & Dorit, M. (2005). Online Questionnaire for Evaluating Students' and Teachers' Perceptions of Constructivist Multimedia Learning Environments. *Research in Science Education* 35, 221-244, DOI: 10.1005/s 11165-005-2148-3
- Bates, A. W. (2000). *Managing Technological Changes*. San Fransisco: Jocesey –Bass.
- Berry, B. & Darling-Hammond, L. (1998). Does teacher certification matter? Evaluating the evidence. *Educational Evaluation and Policy Analysis*, 23(1), 57–77.
- Berman, T. R., Macpherson, K. A. & Schank, R. C. (1999). Learning by doing. *Instructional-design theories and models: A new paradigm of instructional theory*. 2. (161-181), Mahwah, NJ: Lawrence Erlbaum Associates.
- Biggs, J. (1999). What the student does: teaching for enhanced learning. *Higher Education Research and Development*, 18(1), 57-75.
- Bimbola, O. & Daniel, O. I. (2010). Effect of Constructivist-Based Teaching Strategy on Academic Performance of Students in Integrated Science at the Junior Secondary School Level. *Educational Research and Reviews*, 5(7), 347-353. Retrieved from ERIC Journal (EJ898833).
- Black, J. B. & McClintock, R. O. (1995). An Interpretation Construction Approach to Constructivist Design. In Wilson, B. (Ed.). *Constructivist Learning Environments*. Englewood Cliffs, NJ: Educational Technology Publications.
- Boone & Kent, P. (2009). Linking Professional Development and student achievement: Closing the gap for teachers and learners. *Dissertation Abstracts International*. 70 (7), 2439-A. Walden University.

- Broadhead, P. (2004). *Early Years Play and Learning: Developing Social Skills and Cooperation*, London: Routledge.
- Brooks, J. G. (1990). Teachers and students: Constructivist forging new connections. *Educational Leadership*. 47(5), 68-71
- Brooks, J. G. & Brooks, M. G. (1993). In *Search of understanding The case for Constructivist classrooms*. Alexandria, VA: Association for supervision and curriculum development.
- Brooks, J.G. (1999). The Courage to be Constructivist. *Educational Leadership*. 57(3), 18-24.
- Brooks & John (2010). The effectiveness of constructivist Science instructional methods on middle Science school students' achievement and motivation. *The Dissertation Abstracts International*, 71(6), 151, 1977 A. Walden University.
- Brophy, J. E. & Good, T. L. (1994). *Educational Psychology: A realistic approach*. New York: Longman.
- Brown & Gennean (2010). A study of Constructivist learning characteristics in learning communities. *The Dissertation Abstracts International*, 71(6), 99, 1977 A. Alliant International University Fresno.
- Bruner, J. (1966). *Acts of meaning*. Cambridge: Harvard University press.
- Bruner, J. & Genova, P. (1976). The role of play in the Problem-Solving of Young Children in Education. 19(3), 365-80. In MacNaughton G. (2003). *Shaping Early Childhood: Learners, Curriculum Contexts*. Maidenhead: Open University press.
- Bruning, R., Schraw, G. & Ronning, R. (1999). *Cognitive Psychology and Instruction*, (3<sup>rd</sup> ed) . Upper Saddle River, New Jersey: Prentice-Hall.
- Brush, T. & Saye, J. (2001). The use of Embedded Scaffolds with Hypermedia supported student-centered learning. *Journal of Educational Multimedia and Hypermedia* 10. 333-356.
- Bybee, R. W. (1997). Achieving Scientific Literacy. Portsmouth, N.H, Heinemann in BSCS (2006). *BSCS Science: An Inquiry Approach*. Dubuque, IA: Kendall/Hunt Publishing Company.

- Cakici, Y. & Yavuz, G. (2010). The Effect of Constructivist Science Teaching on 4th Grade Students' Understanding of Matter. *Asia-Pacific Forum on Science Learning and Teaching*, 11(2), Article 13. Retrieved from ERIC Journal (EJ933461).
- Cakir & Mustafa (2008). Constructivist Approaches to Learning in Science and Their Implications for Science Pedagogy: A Literature Review. *International Journal of Environmental and Science Education*, 3(4), 193-206. Retrieved from ERIC Journal (EJ894860).
- Cakir & Perit. M. (2009). How online groups co-construct mathematical artifacts to do collaborative problem solving. *The Dissertation Abstracts International*, 70(9), 249, 3236-A, Drexel University.
- Campoy, R. (1992). The role of technology in the school reform movement. *Educational Technology*, 32, 17-22.
- Carnevale, A. P. (1991). America and the new economy Research Report. ERIC document reproduction service number (CE058361). In Mandel, S.M. (1993). *Co-operative work groups. Preparing students for real world*. Thousands Oaks, CA: Corwin press. Inc.
- Carnevale, A. P. (1996). Liberal Education and new economy, *Liberal Education*, 82 (2). 4-11. In Mandel S.M. (1993). *Co-operative work groups. Preparing students for real world*. Thousands Oaks, CA: Corwin press. Inc.
- Carnevale, A. P. (2002). Preparing for the future, *American School Board Journal*. 189 (7), 26-29, 47. In Mandel, S.M. (1993). *Co-operative work groups. Preparing students for real world*. Thousands Oaks, CA: Corwin press. Inc.
- Carnevale, A. P., Gainer, L. J. & Meltzer, A. S. (1990). Workplace basics: the essential skills employers want. Sanfransisco: Jossy-Bass. In Mandel S.M. (1993). *Co-operative work groups. Preparing students for real world*. Thousands Oaks, CA: Corwin press. Inc.
- Carnevale, A. P. & Porro, J. D. (1994). Quality Education: School reforms for the new American Economy. Position Paper. ERIC Document Reproduction service No. (CE065765). In Mandel, S.M. (1993). *Co-operative work groups. Preparing students for real world*. Thousands Oaks, CA: Corwin press. Inc.

- Carolyn & Gerbo (2004). Students' views on Classroom management strategies in assertive discipline and Constructivist classroom settings. *The Dissertation Abstracts International*, 65(12), 244, 4445-A, University of Northern Iowa.
- Cawthron, E. R. & Rowell, J. A. (1978). Epistemology and Science Education. *Studies in Science Education*, 5, 31–59.
- Chai, C. S., Teo, T. & Lee, C. B. (2009). The Change in Epistemological Beliefs and Beliefs about Teaching and Learning: A Study among Pre-Service Teachers. *Asia-Pacific Journal of Teacher Education*, 37(4), 351-362. Retrieved from ERIC Journal (EJ861201).
- Clark, R. E. (1983). Reconsidering research on learning from media. *Review of Educational Research*, 53(4), 445–449.
- Clark, R. E. (1994). Media will never influence learning. *Educational Technology, Research & Development*, 42(2), 21-29.
- Cole, M. (1991). *Cultural Psychology*. Cambridge: Harvard University Press.
- Cubukcu, Z. (2008). Preferences on Internet Based Learning Environments in Student-Centered Education. *Turkish Online Journal of Distance Education*, 9(4), 154-174. Retrieved from ERIC Journal (EJ816488).
- Dash, B. N. (2004). *Teacher and Education in the Emerging Indian Society* Hyderabad: Neelkamal Publications Pvt Ltd.
- Davidson, A. (1995). Constructivism and Computer-mediated Communication in Distance Education. *The American Journal of Distance Education*, 9(2), 7-26.
- Dethlefs & Marie (2002). Relationship of Constructivist learning environment to student's attitudes and achievement in high school Mathematics and Science. *The Dissertation Abstracts International*, 63(7), 216, 2455-A, University of Nebraska.
- Dewey, J. (1916). *Democracy and Education*. New York: Macmillan, Inc.
- Driver, R. & Oldham, V. (1986). A Constructivist Approach to curriculum development in Science. *Studies in Science Education*, 13, 105-122.

- Duckworth, E. (1979). Either we're too early and they can't learn it or we're too late and they know it already: The dilemma of 'applying Piaget'. *Harvard Educational Review*, 49, 297–312.
- Duffy, T. M. & Cunningham, D. J. (1996). Constructivism: Implications for the design and delivery of instruction. In D. H. Jonassen (Ed.). *Educational Communications and Technology*, 170-199. New York: Simon & Schuster Macmillan.
- Duffy, M. & Barowy, W. (1995). *Effects of Constructivist and Computer-Facilitated Strategies on Achievement in Heterogeneous Secondary Biology* Retrieved from ERIC database. (ED406207).
- Earl, L. & Katz, S. (2002). Leading schools in a data rich world, In Hallinger, L.P., Furman G. C., Gronn, P. & Riley K. (Eds). *The second International handbook of educational leadership and administration*. Dordrecht, The Netherlands: Kluwer.
- Education Commission Report (1964-66). New Delhi: Govt. of India.
- Eggen, P. & Kauchak, D. (2004). *Educational Psychology: Windows on classrooms* (6<sup>th</sup>edn.). Upper Saddle River, NJ: Pearson/Merrill Prentice Hall.
- Eischen, D. D. (2009). Its' in the stories: The power Narrative knowing in the evaluation of students' internship experience. *The Dissertation Abstracts International*, 70(11), 264, 4236 A. Syracuse University.
- Eisenkraft, A. (2003). Expanding the 5E Model. "*The Science Teacher*" 70(6), 57-59. National Science Teacher Association (NSTA), Arlington, VA.
- Ekaterina & Koubek (2002). Constructivism and online professional development: A study of the beliefs and practices of four foreign language teachers. *The Dissertation Abstracts International*, 63(7), 343, 2509-A, University of Nabaska.
- Enger, S.K. & Yager, R.E. (2009). *Assessing student understanding in Science* (2<sup>nd</sup> edn.) Thousands Oaks, CA: Corwin press.
- Ernest, P. (1995). The one and the many. In Steffe, L. & Gale, J. (Eds). *Constructivism in Education*, 459-486. Erlbaum, Hillsdale, NJ.

- Fahriye, A. A., Zehra, A. G. & Aytekin, I. (2008). A Comprehensive Look into the Learners' Transferable Skills Related to Constructivist Approach. *World Applied Sciences Journal*, 4 (4). 558-567
- Falk, J. H. & Dierking, L. D. (2000). *Learning from Museums*. Walnut Creek USA: AltaMira Press.
- Feroz, A. & Garg, S. (2007). *Forty Years of Kothari Commission: Reforms & Reflections*. New Delhi: Viva Books Publication Pvt. Ltd.
- Fitzpatrick F. (1960). *Policies for Science Education*. New York: Bureau of Publications, Teachers College, Columbia University.
- Fosnot, C. T. (1989). Constructivism: A Psychological theory of learning. In C. Fosnot (Ed.) *Constructivism: Theory, Perspectives and Practice*. 8-33. New York: Teachers College Press.
- Fosnot, C. T. (1996). Preface. In C. T. Fosnot (Ed.) *Constructivism: Theory, Perspectives and Practice*, 9. New York: Teachers College Press.
- Franke, G. & Bogner, F. X. (2011). Cognitive Influences of Students' Alternative Conceptions within a Hands-On Gene Technology Module. *Journal of Educational Research*, 104(3), 158-170. Retrieved from ERIC Journal (EJ920156).
- Frاند, J. (2000). The information-age mindset: Changes in students and implications for higher education. *Educause Review*, 35(5), 14-24.
- Fullan, M. G. (1992). *Breakthrough. A multimedia Kit for the Professional Development* Phidalphia: Open University Press.
- Gaensler & Edwina, I. (2004). *A study of Social Constructivist learning in a WebCT-based precalculus course*. Georgia State University, ProQuest, UMI Dissertations Publishing. 3132888.
- Galting & Pfitzner (2010). Investigating the impact of field versus university based Science methods on pre-service teachers' beliefs and abilities to design inquiry based Science instruction for diverse learners. *The Dissertation Abstracts International*, 71(4), 1190 A.



- Gibson, H. L. (2000). *The impact of Instructional Methods on Pre-Service teachers' attitude towards teaching and learning*. Paper presented at the Annual Meeting of the American Educational Research Association, New Orleans.
- Giddings, G. (1993). Students Instruction & Motivation Survey. Curtin University, Perth, West Australia. In Enger, S.K. & Yager, R.E. (2009). *Assessing student understanding in Science* (2<sup>nd</sup> edn.) Thousands Oaks, CA: Corwin press.
- Glassman, M., Bartholomew, M. & Hur, E.H. (2013). The Importance of the second loop in Educational Technology: An Action Science study of introducing blogging in a course curriculum. '*Action Research*'. 11(4), 337-353. London: Sage Publications.
- Glassman, M. & Kang, M. (2011). The logic of wikis: The possibilities of the web 2.0 classroom. *International Journal of Computer Supported collaborative learning*. 6, 93-112.
- Goel, D. R. (2000). *Educational Media in India*. Delhi: Bharatiya Kala Prakashan.
- Goel, D. R. & Goel, C. (2012). Teacher Education Scenario In India: Current Problems & Concerns, *MIER Journal of Educational Studies, Trends & Practices*. 2(2), 231-242.
- Goldstein & Marion (2009). Developing dialogic argumentation skills via scaffolding instant messaging *The Dissertation Abstracts International*, 70(7), 153, 2474 A, Columbia University.
- Goodling, J. & Teres, C. (2009). Comparing the perspections of Scientific inquiry between experts and practiceners. *The Dissertation Abstracts International*, 70 (11), 231. 4229 –A. Robert Morris University.
- Gopal & Tamilselvi (2009). Integration of the BSCS 5E Instructional and Technology in anatomy and physiology laboratory. *The Dissertation Abstracts International*, 70(10), The University of Southern Mississippi.
- Grant, M. M. (2002). Getting a grip on project-based learning: Theory, cases and recommedations. *Meridian: A Middle School Computer Technologies Journal*, 5. (Winter).

- Guthrie, J. T., Wigfield, A., Barbosa, P., Perencevich, K. C., Taboada, A., Davis, M. H., Scafiddi, N. T., & Tonks, S. (2004). Increasing reading comprehension & engagement through concept oriented reading instruction. *Journal of Educational Psychology*. 96(3), 403-423.
- Hannafin, M. J. & Hill, J. R. (2002). Epistemology and the design of learning environments. In R. A. Reiser, & Dempsey, J. V. (Ed.). *Trends and Issues in Instructional Design and Technology*. New Jersey: Merrill Prentice Hall.
- Healy, J. (1998). *Failure to connect: How computers affect our children's mind, for better or worse*. New York: Simon & Schuster.
- Hergenhahn, B. R. & Osmon, M. H. (2008). *An Introduction to Theories of learning*. New Delhi: Prentice Hall of India Pvt Ltd.
- Herrington, J. & Ron, O. (2000). Educational Technology Research & Development, 48(3), 23-48.
- Hewson, P.W. (1981). A conceptual change approach to learning Science. *European Journal of Science Education*. 3(4), 383–396.
- Higgins, D. & Elliott, C. (2011). Learning to Make Sense: What Works in Entrepreneurial Education? *Journal of European Industrial Training*, 35(4), 345-367. Retrieved from ERIC Journal (EJ924826).
- Hodson, D. (1988). Toward a Philosophically more valid Science curriculum. *Science Education*, 72, 19–40.
- Holt, D. G. & Willard-Holt, C. (2000). Let's get real – students solving authentic corporate problems. *Phi Delta Kappan*, 82 (3).
- Ingold, C. (2007). Nature, 15<sup>th</sup> December. In Education & Character building: Collection of Convocation addresses. New Delhi: National Institute of Science Communication. p. 20.
- Jacobas, G. M. & Power, M. A. (2002). *The Teachers' Source Book for Cooperative learning. Practical Techniques, Basic Principles and FAQ's*. Thousands Oaks, CA: Corwin press, Inc.

- Joblonski & Dennis, L. (2009). Teachers' Pedagogical beliefs and the Instructional use of Technology with middle school students. *The Dissertation Abstracts International*, 70(11), 126, 4253 A, University of Oregon.
- Joldersma & Clarence, W. (2011). Ernst von Glasersfeld's Radical Constructivism and Truth as Disclosure. *Educational Theory*, 61(3), 275-293. Retrieved from ERIC Journal (EJ932661).
- Jonassen, D. (1991). Evaluating Constructivist learning. *Educational Technology*, 31, 28- 33.
- Jonassen, D. (1999). Designing Constructivist learning environments. In C. Reigeluth (Ed.), *Instructional design theories and models: A new paradigm of instructional theory 2*, 215-239. Mahwah, NJ: Lawrence Erlbaum Associates.
- Jonassen, D. H., Peck, K. L. & Wilson, B. G. (1999). Learning with Technology: A Constructivist Perspective. Upper Saddle River, NJ: Merrill/Prentice Hall.
- Jonghwi & Park (2009). Designing a well-framed activity system supported for an ICT-supported Constructivist learning Environment; A CHAT perspective. *The Dissertation Abstracts International*, 71(3), 173, 942 A. McGill University.
- Kelly, G. A. (1991). The Psychology of personal constructs. *A theory of personality*. 1. London: Routledge
- Kelly, G. A. (2000). Rethinking the elementary Science method course: a case for content, pedagogy and informal Science Education. *International Journal of Science Education*. 22(7), 755-777.
- Kilpatrick (1987). *What Constructivism might be in Mathematics Education?* In the Proceedings of PME IX, Montreal.
- Kim, H. & Hannafin, M. J. (2011). Developing Situated Knowledge about Teaching with Technology via Web-Enhanced Case-Based Activity. *Computers & Education*, 1
- Kim & KyongNa (2009). Exploring the Undergraduate students' active learning for enhancing their critical thinking and learning in a large class. *The Dissertation Abstracts International*, 70(11), 185, 4254 A, The Pennsylvania State University.

- Kitzinger, J. & Barbour, R. S. (1999). 'Introduction: the challenge and promise of focus group groups'. In R. S. Barbour & J. Kitzinger (eds). *Developing Focus Group Research: Politics, Theory and Practice*. London: Sage Publications.
- Kotzee, B. (2010). Seven Posers in the Constructivist Classroom. *London Review of Education*, 8(2), 177-187. Retrieved from ERIC Journal (EJ892731).
- Kozma, R. B. (1994). Will media influence learning? Reframing the debate. *Educational Technology Research and Development*, 42(2), 7-19.
- Kroll L. R. (2004). Constructing Constructivism: how student- teachers construct ideas of development, knowledge, learning and teaching. *Teachers and Teaching-Theory and Practice*. 10(2), 199-221 Mills College, Oakland, CA, USA.
- Kuhn, T. S. (1962). *The structure of scientific revolutions* (1<sup>st</sup> edn.). Chicago: Chicago University Press.
- Kuhn. T. S. (1970). *The Structure of Scientific Revolutions*. Chicago, University of Chicago.
- Kuhn, T. S. (2000). On learning Physics. *Science and Education*, 9(1/2), 11-19.
- Kulik, C. L. C. & Kulik, J. A. (1991). Effectiveness of computer-based instruction: An update analysis. *Computers in Human Behavior*, 7(1-2), 75-94.
- Lambert, N. & McCombs, B. L. (Eds.) (1998). *How students learn: Reforming schools through learner-centered education*. Washington, DC: APA Books.
- Lawson & Jennifer (2008). Ann Examination of cooperative inquiry as a professional learning strategy for inner city principals. *The Dissertation Abstracts International*, 70(8), 212, 2827-A, University of Manitoba.
- Lead Teachers in the Iowa Chautauqua Programme (2008), University of Iowa, Iowa. In Enger, S.K. & Yager, R.E. (2009). *Assessing student understanding in Science* (2<sup>nd</sup> edn.) Thousands Oaks, CA: Corwin press.
- LeBaron, J. F. & Bragg, C. A. (1994). Practicing what we preach: creating Distance Education models to prepare teachers for the twenty-first century. *American Journal of Distance Education*, 8, 5-19.

- Lerman (1989). Constructivism, Mathematics and Mathematics Education. *Education studies in Mathematics*, 20, 211-223.
- Loevinger, B. (1967). *Insight: A study of Human Understanding*. Edited by Frederick E. Crowe and Robert M. Doran, CWL 3. Toronto: University of Toronto Press.
- Lord, T. R. (1997). A Comparison between Traditional and Constructivist Teaching in College Biology. *Innovative Higher Education*, 21(3), 197-216. Retrieved from ERIC Journal (EJ541280).
- Lorsbach A. & Tobin. K. (1992). Constructivism as a Referent for Science Teaching, *NARST Newsletter*, 30, 5-7.
- Lourdusamy, Wong, P., Koon, S. & MyintSweKhine (2001, December). *A program on creating Constructivist Learning Environment using ICT to teach concepts skills in classroom management at National Institute of Education, Singapore*, Paper presented at the International Research Conference, University of Notre Dame, Fremantle, Western Australia.
- Lutonsky & Rose, R. (2009). Pre-service and In-service training, gender and years of teaching experience; Influence on teachers basic technology competencies. *The Dissertation Abstracts International*, 70(11), 241, 4255-A, University of Alabama.
- MacNaughton and Williams (2004). *Teaching Young Children*, Maidenhead: Open University Press.
- Mangal, S. K. & Mangal, U. (2009). *Essentials of Educational Technology*. New Delhi: PHI learning Pvt Ltd.
- Mann, C. (1994). New technologies and gifted education. *Roeper Review*, 16, 172-176.
- Maor, D. C. (1999). A Teacher professional Development program on using a Constructivist Multimedia learning environment. *Learning Environment Research*. 2(3), 307-330, Retrieved from ERIC Database (ED613346).
- Marchand, H. (2012). Contributions of Piagetian and Post-Piagetian theories to education. *Educational Research Review*, 12, 165–176. Retrieved from [www.elsevier.com/locate/EDUREV](http://www.elsevier.com/locate/EDUREV)

- Martha & Casa. (2006). University of Texas, Implementing Constructivist Web-Based Learning and Determining its Effectiveness on a Teacher Preparation Course. *The Journal of Educators Online*, 3(2).
- Marti, E. (1996). Piaget and school education: A socio-cultural challenge. *Prospects*, 16(1), 141–158.
- Matthews, M. R. (1992). Tomas Kuhn's Impact on Science Education: What Lessons Can Be Learned? *Issues and Trends*, Wiley Periodicals, Inc. *Sci Ed* 88, 90 – 118, 2004; Published online in Wiley Inter Science (www.interScience.wiley.com). DOI 10.2002/sce.10111.
- Matthews, M. R. (1992a). Constructivism and the empiricist legacy. In M. K. Pearsall (Ed.), *Scope, sequence and coordination of secondary school Science: Relevant Research* (pp.183–196). Washington, DC: National Science Teachers Association.
- Matthews, M. R. (1992b). Old wine in new bottles: A problem with Constructivist Epistemology. In H. Alexander (Ed.), *Philosophy of Education* (1992), Proceedings of the forty-eighth annual meeting of the Philosophy of Education Society (pp. 303–311). Urbana, IL: Philosophy of Education Society.
- Matthews, M. R. (1994). *Science Teaching: The role of History and Philosophy of Science*. New York: Routledge.
- Matthews, M.R. (1997). Introductory Comments on Philosophy and Constructivism in Science Education. *Science and Education* 6, 5-14.
- Matthews, M. R. (2000a). Constructivism in Science and Mathematics Education. In Phillips, D. C (Ed.). *National Society for the Study of Education 99<sup>th</sup> Yearbook* (pp. 161–192). Chicago: National Society for the Study of Education.
- McCombs, B. L. & Miller, L (2007) *Learner centered classroom practices and assessments. Maximizing student motivation, learning, and achievement*. Thousand Oaks, CA: Corwin Press.
- McDavitt & David, S. (1995). *Teaching for Understanding: Attaining Higher Order Learning and Increased Achievement through Experiential Instruction*. Retrieved from ERIC database (ED374093).

- McWilliams, S. A. (2010). Inherent Self, Invented Self, Empty Self: Constructivism, Buddhism, and Psychotherapy. *Counseling and Values*, 55(1), 79-100. Retrieved from ERIC Journal (EJ900486).
- Meadows, S. (1993). *The Child as Thinker*. London : Routledge
- Meyer, D. L. (2009). The Poverty of Constructivism. *Educational Philosophy and Theory*, 41(3).
- Mohanty, J. (1984). *Educational broadcasting: radio and television in education*. New Delhi: Sterling.
- Murthy, M. R. (2005). *Psychology of Learning*. Jaipur: Aavishkar Publishers.
- Nath, B. K. & Sajitha, P. S. (2010). *Psychological Approaches to Learner Centered Curriculum in Kerala*. Retrived from ERIC Database (ED513964).
- NCERT (1968). General Science Handbook of Activities for Classes VI-VIII. New Delhi: National Council of Educational Research and Training.
- NCERT (2000). *National Curriculum Framework*. New Delhi: National Council of Educational Research and Training.
- NCERT (2000). *National Focus Group on Educational Technology*. New Delhi: National Council of Educational Research and Training.
- NCERT (2000). *National Curriculum Framework for School Education*. New Delhi: National Council of Educational Research and Training.
- NCERT (2005). *National Curriculum Framework* New Delhi: National Council of Educational Research and Training.
- NCERT (2005). *National Curriculum Framework for School Education*. New Delhi: National Council of Educational Research and Training.
- NCERT (2005). *The National Curriculum Framework for School Education*. New Delhi: National Council of Educational Research and Training.
- NCERT (2006). *Position Paper, National Focus Group on Teaching of Science*. New Delhi: National Council of Educational Research and Training.

- NCERT (2009). *Curriculum Framework for Quality Teacher Education*. New Delhi: National Council for Teacher Education.
- NCTE (2009). *National Curriculum Framework for Teacher Education Towards Preparing Professional and Humane Teacher*. New Delhi: National council For Teacher Education.
- NCTE (1988). *National Curriculum for Teacher Education*. New Delhi: National Council for Teacher Education.
- NCTE (1998). *National Curriculum Framework for Teacher Education-A Framework*, New Delhi: National Council of Teacher Education.
- NKC (2007). *Recommendations on School Education*. National Knowledge Commission Government of India.
- NKC (2008). *Recommendations. More Talented students in Math and Science*. National Knowledge Commission. Government of India.
- National Policy on ICT in School Education (2012). Department of School Education and Literacy. Ministry of Human Resource Development. Government of India.
- Nehru, J. (1958). In Forty years of Kothari Commission, reforms and reflections. In Feroz, A. & Garg, S. (2007) *In Forty years of Kothari Commission, reforms and reflections*. New Delhi: Viva books Pvt Ltd.
- Ng, W. K. (2002). *ICT dan Pengajaran*. Penang: Penerbit Universiti Sains Malaysia.
- Ng, W. K. & Kong, S. L. (2002). ICT and Constructivist Strategies Instruction for Science And Mathematics Education. *Journal of Science and Mathematics Education in S E. Asia*. 28 (1).
- Novak, J. D. (1964). Importance of conceptual schemes for Science teaching. *The Science Teacher*, 31 (6), 10.
- Olsen, F. (2000). The wireless revolution. *The chronicle of higher education*, 47(7), 7-11.
- O'Connell & Francis, J. (2009). A model for assessing the effectiveness of professional development for improving student learning. *The Dissertation abstracts International*, 70 (7), 2369-A Iowa state University.



- Osborne, R. J. & Wittrock, M. C. (1983). Learning Science: A generative process. *Science Education*, 67(4), 489-508.
- Papert, S. (1980). Computer-based microworlds as incubators for powerful ideas. In Taylor, R. (Ed.). *The Computer in the School: Tutor, Tool, Tutee* (pp. 203-210). New York, NY: Teachers College.
- Papert, S. (1983). *The Children's Machine: Rethinking school in the age of the Computer*. New York: Basic Books.
- Papert, S. (1990). Introduction. In Idit Harel (Ed.) *Constructivist Learning*. Boston: MIT.
- Paulson, D. R. (1999). Active Learning and Cooperative Learning in the Organic Chemistry Lecture Class. *Journal of Chemical Education*, 76(8), 1136-1140.
- Pedersen, S. & Liu, M. (2003). Teachers beliefs about issues in implementation of student-centered learning environment: Educational Technology Research and Development, 51 (2), 57-76. In Gillis, R. M. (2007), *Co-operative learning*. Thousands Oaks, CA: Sage Publications.
- Penn, H. V. (2005). *Understanding Early Childhood*. Maidenhead: Open University Press.
- Pepin, Y. (1998). Practical Knowledge and School Knowledge: A Constructivist representation of Education. In Larochelle, M., Bednarz, N. & Garrison, J. (Eds.). *Constructivism and Education* (pp.173-192). Cambridge, UK: Cambridge University Press.
- Petras & Carol-Lynn, M. (2010). A descriptive study of Science and Maths teachers Pedagogy, ICT use and perceptions of how ICT impacts their teaching. *The Dissertation Abstracts International* 71(6), Pepperdine University.
- Phillips, D. C. (1997). Coming to grips with Radical Social Constructivism, *Science and Education*, 6, 85-104.
- Piaget, J. (1926). *The language and Thought of the Child*. New York: Routledge&Kegan Paul Limited.
- Piaget, J. (1950). *The Psychology of Intelligence*. London: Routledge and Kegan.

- Piaget, J. & Barbel (1958). *The growth of Logical Thinking*. New York: Basic Books Inc.
- Piaget, J. (1961). *Les Mechanismes Perceptifs*. Paris: Presses Universitaires de France.
- Piaget, J. (1970). Piaget's theory. In Mussen, P. H. (Ed) *Carmichael's manual of child psychology* (1, 3<sup>rd</sup> ed., pp. 703-732). New York: Wiley
- Piaget, J. (1973). *To Understand is to Invent*, New York: Crossman.
- Piaget, J. (1975). *L'Equilibration des structures cognitives*. Paris: Presses Universitaires de France.
- Poplin, M. (1988b). Holistic/Constructivist principles of the teaching/learning process: implications for the field of Learning Disabilities. *Journal of Learning Disabilities*, 21, 410-416.
- Raban, B., Ure, C. & Wanigananayake, M. (2003). Multiple Perspectives: Acknowledging the Virtue of Complexity in Measuring Quality, *Early Years*, 23(1), 67-77.
- Ramkumar, N. (2003). *Acquisition of Process Skills by IV Std. pupils through an Instructional programme in Environmental Studies*. An Unpublished Ph.D. Thesis, The M. S. University of Baroda. Vadodara.
- Rasmussen, B. (2010). The "Good Enough" Drama: Reinterpreting Constructivist Aesthetics and Epistemology in Drama Education. *Research in Drama Education*, 15(4), 529-546. Retrieved from ERIC Journal (EJ904222).
- Reeves, T.C. (1993a). *Evaluative Interactive Multimedia*. In D.M. Gayeski (Ed), *Multimedia for learning: Development, application, evaluation* (97-112), Eaglewood Cliffs, NJ: Educational Technology Publications.
- Reiser, R. A. (2002). A History of Instructional Design andT. In. Reiser, R. A. & Dempsey, J. V. (Ed.), *Trends and Issues in Instructional Design and Technology*. NJ: Merrill Prentice Hall.
- Renner, J. W. (1986). Rediscovering the Lab. *The Science Teacher* (January): 44-45.
- Richardson, J., Williamson S. & Stotler D. (1968). *The Education of Science Teachers*. Colombes: Charles E. Merill Publishing Company.

- Robson, S. (2006). *Developing Thinking and Understanding in Young Children: An Introduction for Students*. London: Taylor & Francis.
- Rogers, G. (2011). Learning-to-Learn and Learning-to-Teach: The Impact of Disciplinary Subject Study on Student-Teachers' Professional Identity. *Journal of Curriculum Studies*, 43(2), 249-268. Retrieved from ERIC Journal (EJ922174).
- Rukavina, P. B. & Jeansonne, J. J. (2009). Integrating Motor-Learning Concepts into Physical Education: Using Guided Discovery to Address NASPE Standard 2. *Journal of Physical Education, Recreation & Dance (JOPERD)*, 80(9), 23-30, 65. Retrieved from ERIC Journal (EJ867694).
- Sabdra A. & Boohan R. (2002). *Teaching Science in Secondary Schools A Reader*. London: Routledge Falmer.
- Sahlstrom, F. & Lindblad, S. (1998). Subtexts in the Science Classroom--An Exploration of the Social Construction of Science Lessons and School Careers. *Learning and Instruction*, 8(3), 195-214. Retrieved from ERIC Journal (EJ572800).
- Schunk, D. H. (2000). *Learning Theories: An Educational Perspective*. New Jersey: Prentice-Hall.
- Segall, A. (2001). Re-thinking theory and practice in the pre-service teacher education in the classroom: teaching to learn from learning to teach. *Teaching Education*, 12(2), 225-242.
- Semper, R. J. (1990). 'Science museums s environments for learning', *Physics Today*. 90 (11), 50-6. In Sabdra A. & Boohan R. (2002). *Teaching Science in Secondary Schools A Reader*. London: Routledge Falmer.
- Senapathy, H. K. (2004, January). *Integrating Digital Technology into Constructivist Learning Environment*. Paper presented at 17<sup>th</sup> Annual Conference of All India Association for Educational Research, Sourastra University, Rajkot.
- Senapathy, H. K. (2009). Instructional Role of Information and Technology in Constructivistic Learning Environment. *Gyan, The Journal of Education*, 5(20), 10-20.

- Siddiqui, M.A. (2009). University Education Commission (1948-49) this report is alive in its relevance today. In Preface of *National Curriculum Framework for Teacher Education*. New Delhi: National Council for Teacher Education.
- Sigel, I. (1978). "Constructivism and Teacher Education." *The Elementary School Journal* 78, 5.
- Siegler, R. S. (1998). *Children's Thinking* (3<sup>rd</sup> edn.). Upper Saddle Ridge, NJ: Prentice Hall.
- Siegler, R. S. (2000). "The Rebirth of Children's Learning", *Child Development*, 71 (1), 26-35.
- Siegler, R., DeLoache, J. & Eisenberg, N. (2003). *How Children Develop*, New York: Worth.
- Smeets, L. & Mooji, T. (2001). Pupil-Centered Learning, ICT and Teacher Behavior: Observations in educational practice. *British Journal of Educational Technology*, 31, 403-417.
- Smith, A., Smith, P.K., Cowie, H. & Blades, M. (2003). *Understanding Children's Development* (2<sup>nd</sup> edn.). Oxford: Blackwell.
- Sofie M. M., Loyens, R., Rikers, M. J. P. & Henk, G. S. (2009). Students' conceptions of constructivist learning environments. *British Journal of Educational Psychology*, 79, 501-514. The British Psychological Society.
- Soloman, G. (1999). Collaborative learning with Technology. *Technology and Learning*, 19(5), 51-53.
- Solso, R. L. (2001). *Piaget's Theory. Cognitive psychology* (6<sup>th</sup> edn.). Singapore: Pearson Education.
- Sounders & Soundra, M. (2009). Science teachers' perception of implementing constructivist principles into instruction. *The Dissertation Abstracts International*, 70 (7), 100, 2443-A, Capella University.
- Sridevi, K. V. (2008). *Constructivism in Science Education*. New Delhi: Discovery Publishing House Pvt. Ltd.

- Staver, J. (1998). Constructivism: Sound theory for explicating the practice of Science and Science teaching. *Journal of Research in Science Teaching*, 35 (5), 501–520.
- Steffe, L. P. and Gale, J. (1995). *Constructivism in Education*. Hillsdale, NJ: Lawrence Erlbaum.
- Strommen, E. F. & Lincoln, B. (1992). Constructivism, Technology, and the future of classroom learning. *Education and Urban Society*, 24, 466-476.
- Sullivan, J.W.N (1963). Science, *the Columbia Encyclopedia* (3<sup>rd</sup> edn.), P.1990.
- Sullivan, M. & Gervasoni (2000) Caution: Classroom under observation, *Asia-Pacific Journal of Teacher Education*. 28(3), 247-261.
- Sutherland, P. (1992). *Cognitive Development Today: Piaget and his Critics*, London: Paul Chapman.
- Tanase, M. & Wang, J. (2010). Initial Epistemological beliefs Transformation in one Teacher Education Classroom: Case Study of Four Pre-service Teachers. *Teaching and Teacher Education: An International Journal of Research and Studies*, 26 (6), 1238-1248. Retrieved from ERIC Journal (EJ886704).
- Taylor, P.C., Fraser, B. J. & White, L.R. (1994). A Classroom Environment questionnaire for Science Educators interested in the Constructivist reforms of School Science. Paper Presented at annual meeting at the National Association for Research in Science Teaching, Anaheim, CA.
- Thornton, C. (2002). Indirect sensing through abstractive learning. *Intelligent Data Analysis* 7(3), 1–16.
- Tinio, V. L. (2007). *ICT in Education*. UN Development Programme. Retrieved from <http://www.eprmers.org>
- Tobias, S. (1991), An eclectic examination of some issues in the Constructivist-ISD controversy. *Educational Technology*, 31, 42-43.
- Treadwell & Wilson, J. (2010). The Impact of discovery learning in writing instructional on fifth grade students' achievement. *The Dissertation Abstracts International*, 71(3), 190, 837 A, Walden University.

- Tremblay, E. (2010). Educating the Mobile Generation – using personal cell phones as audience response systems in post-secondary Science teaching. *Journal of Computers in Mathematics and Science Teaching*, 29(2), 217-227. Chesapeake, VA: AACE. Retrieved from <http://www.editlib.org/p/32314>.
- Tsai, C. C. & Lee, M. H. (2005). Exploring High School students' and teachers' preferences toward the Constructivist Internet based learning environments in Taiwan. *Educational Studies*, 31(2). Taylor and Francis. DOI: 10.1080/03055690500095522.
- Tyler, R. W. (1949). Basic Principles of curriculum and Instruction. Chicago: University of Chicago Press.
- Umasree, P.S. (1999). *Science Curriculum and its Transaction: An Exploratory Study in the Secondary Schools of Baroda, Gujarat*. An Unpublished Ph.D. Thesis, The M.S. University of Baroda. Vadodara.
- UNESCO (1998). Teacher and Teaching in the Changing World. *World Education Report* Paris: UNESCO.
- Vhurumuku, E. (2011). High School Chemistry Students' Scientific Epistemologies and Perceptions of the Nature of Laboratory Inquiry. *Chemistry Education Research and Practice*, 12 (1), 47-56. Retrieved from ERIC Journal (EJ923485).
- Von Glasersfeld, E. (1987). Learning as a Constructive activity. In Janvier, C. *Problems of representation in the teaching and learning of mathematics*, 3-17. New Jersey: Lawrence Erlbaum Associates, Inc.
- Von Glasersfeld, E. (1996). Footnotes to “The Many Faces of Constructivism”. *Educational Researcher*, 25(6), 19-20.
- Vygotsky, L. (1978). *Mind in Society*. Cambridge, MA: Harvard University Press.
- Weersing, K., Padilla, G. J. & Bruno, B. (2010). What Microbe Are You!. *Science Teacher*, 77(6), 40-44. Retrieved from ERIC Journal (EJ898363).
- Wells, G. (1987). *The Meaning Makers*, Sevenoaks: Hodder and Stoughton.

- Wertsch, J. V. (1997). *Vygotsky and the Social formation of mind*. Cambridge, MA: Harvard University Press.
- Whitebread, D. (2000 a). 'Teaching Children to Think, Reason, Solve problems and Be Creative'. In the *Psychology of Teaching and Learning in the Primary School* (ed.). pp. 140-64. London: Routledge Falmer
- Williamson & William, D. (2010). Assessing constructivist elements in the online learning environment. *The Dissertation Abstracts International*, 71(5), 115, 1560-P. The University of North Carolina.
- Wood & Wood (1996). 'Vygotsky, Tutoring and Learning'. *Oxford Review of Education*, 22(1), 5-16.
- Yager, R. E. (1991). The Constructivist Learning Model towards Real Reform in Science Education. *Science Teacher*, 58, 52-57.
- Yager, R. E. (2000). The Constructivist Learning Model. *Science Teacher*. 67(1), 44-45. Retrieved from ERIC journal (EJ617001).
- Yager, R. E. & Akcay, H. (2010). *The Advantages of an Inquiry Approach for Science Instruction in Middle Grades School Science and Mathematics*, 110 (1), 5-12. Retrieved from ERIC Journal (EJ915531).
- Yash Pal Committee Report (1993). *Learning Without Burden*. Report of the National Advisory Committee. New Delhi: Department of Education, Ministry of Human Resource Development. Government of India.
- Yilmaz, H. & Sahin, S. (2011). Pre-Service Teachers' Epistemological beliefs and Conceptions of Teaching *Australian Journal of Teacher Education*, 36(1), 73-88. Retrieved from ERIC Journal (EJ920014).
- Young, R. M. (1987). 'Racist Society, Racist Science'. In Gill D. & Levidow L. (eds) *Anti-racist Science teaching*. London: Free Association Books.