

準備委員会企画チュートリアルセミナー

第2日 11月8日(土) 13:30~15:30

4階 403

教育心理学の未来 ー学習研究の新しいパラダイムー

話題提供 Clark Chinn# (Rutgers University)

企画・司会・講師紹介・指定討論 大島 純(静岡大学)

企画 坂本美紀(神戸大学)



【企画趣旨】

現実社会が期待する人間の賢さの定義は、21世紀型スキルが示すように、従来の教育心理学での定義よりも複雑かつプラグマティックなものとなりました。現在の教育心理学研究のパラダイムは、こういった人間の賢さを探究できるものとなっているのかを問い直すよい機会です。本企画では、*Educational Psychologist*誌のChief Editorを務めたClark Chinn教授(Rutgers University)を迎え、教育心理学のグローバルな研究動向を把握するとともに、学習研究の最先端で議論されているリサーチクエスションと方法論について、国内の学習科学研究者との対話を展開し、日本の教育心理学における学習研究の次のステップを見定めることを目指します。

※使用言語は英語を主とし、グループワークを含みます。

〈申し込み方法〉

10月30日までにjaep2014seminar@gmail.com宛てにお申し込み下さい。申し込みメールには、氏名と所属をご記入下さい。会員でない総会参加者も申し込みます。定員は40名で、定員に達し次第締め切ります。参加の可否は準備委員会よりメールでお知らせします。定員に余裕がある場合は当日も受付をいたします。

Dr. Clark Chinn is a Professor in the Graduate School of Education at Rutgers, the State University of New Jersey. His research focuses on reasoning and argumentation, epistemic practices and epistemic cognition, conceptual change, and collaborative learning. In one line of current research, he is working with Ravit Golan Duncan on a grant from the National Science Foundation to investigate methods of scaffolding the growth of scientific reasoning and content understanding among

middle-school science students during model-based inquiry. In a second, closely related line of research, he is exploring new ways of conceptualizing epistemic cognition, drawing on philosophical work to suggest new avenues for empirical research.

Dr. Chinn earned a Ph.D. at the University of Illinois at Urbana-Champaign, working with Richard Anderson and William Brewer. He has over \$3.2 million in grant funding, primarily for work examining. He has won the Richard E. Snow Award for Early Career Contributions from Division 15 (Educational Psychology) of American Psychological Association. He recently organized an AERA-funded conference on interdisciplinary approaches to epistemic cognition.

Dr. Chinn has worked both within educational psychology and the learning sciences. He is the current Editor of the journal *Educational Psychologist* and a member of the Editorial Board of *Journal of Educational Psychology*. He is also an Editorial Board member of *The Journal of the Learning Sciences* and was a presenter in series of NAPLeS webinars conducted over the past year by the International Society of the Learning Sciences.

Publications

- Chinn, C. A., Rinehart, R. W., & Buckland, L. A. (in press). Epistemic cognition and evaluating information: Applying the AIR model of epistemic cognition. In D. Rapp and J. Braasch (Eds.), *Processing inaccurate information*. Cambridge, MA: MIT Press.
- Rinehart, R. W., Duncan, R. G., & Chinn, C. A. (in press). *A scaffolding suite to support evidence-based modeling and argumentation*. Science Scope.
- Rogat, T. K., Witham, S., A., & Chinn, C. A. (in press). *Teachers' autonomy-relevant practices within an inquiry-based science curricular context: Extending the range of academically significant autonomy-supportive practices*. Teachers College Record.
- Chinn, C. A., Duncan, R. G., Dianovsky, M., & Rinehart, R. (2013) . Promoting conceptual change through inquiry. In S. Vosniadou (Ed.) *International Handbook of Conceptual Change* (2nd ed.) (pp. 539-559). New York: Routledge.
- Chinn, C. A., & Clark, D. B. (2013). Learning through collaborative argumentation. In C. E. Hmelo-Silver, C. A. Chinn, C. K. Chan, & A. M. O'Donnell (Eds.) *International Handbook of Collaborative Learning* (pp. 314-332). New York: Taylor & Francis.
- Chinn, C. A., & Buckland, L. A. (2012). Model-based instruction: Fostering change in evolutionary conceptions and in epistemic practices. In K. S. Rosengren, S. K. Brem, E. M. Evans, & G. M. Sinatra (Eds.). *Evolution challenges: Integrating research and practice in teaching and learning about evolution* (pp. 211-232). Oxford: Oxford University Press.
- Chinn, C. A., Buckland, L. A., & Samarapungavan, A. (2011). Expanding the dimensions of epistemic cognition: Arguments from philosophy and psychology. *Educational Psychologist*, 46, 141-167. DOI: 10.1080/00461520.2011.587722
- Pluta, W. J., Chinn, C. A., & Duncan, R. G. (2011). Learners' epistemic criteria for good scientific models. *Journal of Research in Science Teaching*, 48, 486-511. DOI: 10.1002/tea.20415
- Chinn, C. A., & Samarapungavan, A. (2009). Conceptual change—multiple routes, multiple mechanisms: A commentary on Ohlsson (2009). *Educational Psychologist*, 44, 47-57.
- Hmelo-Silver, C. E., Duncan, R. G., Chinn, C. A. (2007). Scaffolding and achievement in problem-based and inquiry learning: A response to Kirschner, Sweller, and Clark (2006). *Educational Psychologist*, 42, 99-107.
- Chinn, C. A., & Malhotra, B. A. (2002). Children's responses to anomalous scientific data: How is conceptual change impeded? *Journal of Educational Psychology*, 19, 327-343.