Bibliography

Abelson, Harold and Andrea diSessa, (1981). **Turtle Geometry: The Computer as a Medium for Exploring Mathematics**. Cambridge: MIT Press.

Abelson, Harold and Gerald Jay Sussman with Julie Sussman, (1985). **The Structure and Interpretation of Computer Programs**. Cambridge: the MIT Press.

Ackermann, Edith, (1997). *The Clinical Method: A Case of Mutually Guided Inquiry*. MN97-06June, 1997. Cambridge: Mitsubishi Electric Research Laboratory.

Ackermann, Edith, (1993). *Tools for Constructive Learning: Rethinking Interactivity*. E&L Memo #15. Cambridge: MIT Media Laboratory Epistemology and Learning Group.

Alexander, Christopher, (1979). **The Timeless Way of Building**. New York: Oxford University Press.

Alexander, Christopher, (1964). **Notes on the Synthesis of Form**. Cambridge, Ma.: Harvard University Press.

Alexander, Christopher, Sara Ishikawa, Murray Silverstein with Max Jacobson, Ingrid Fiksdahl-King, Shlomo Angel, (1977)**. A Pattern Language: Towns, Buildings, Construction**. New York: Oxford University Press.

Anyon, Jean, (1999). **Ghetto Schooling: A Political Economy of Urban Educational Reform**. New York: Teachers College Press.

Argyris, Chris, (1992). **On Organizational Learning**. Cambridge: Blackwell Publishers.

Argyris, Chris and Donald A. Schon, (1996)**. Organizational Learning II: Theory, Method, Practice**. Reading: Addison-Wesley.

Bateson, Gregory, (1972). **Steps to an Ecology of Mind**. New York: Ballantine Books.

Bourdieu, Pierre, (1977). **Outline of a Theory of Practice**. Cambridge: Cambridge University Press.

Bourdieu, Pierre and Jean-Claude Passeron, (1977). **Reproduction in Education, Society and Culture**, second edition. London: Sage Publications.

Bowles, Samuel, Herbert Gintis, (1976). **Schooling in Capitalist America: Educational Reforms and the Contradictions of Economic Life**. New York: Basic Books.

Brown, John Seely, Allan Collins, and Paul Duguid, (1989). *Situated Cognition and the Culture of Learning*. In **Educational Researcher**, pp. 33-42, January-February, 1989.

Cavallo, David, (1999). *Project Lighthouse in Thailand: Guiding Pathways to Powerful Learning*, in **Logo Philosophy and Implementation**, Sharnee Chait, ed. Montreal: Logo Computer Systems.

Cavallo, David, (1996a). *Leveraging Learning through Technological Fluency*. Unpublished Master's Thesis. Cambridge: MIT Media Laboratory.

Cavallo, David, (1996b). *New Initiatives in Youth Development: Technology Works Enterprises*. In *International Conference on the Learning Sciences*, July, pp. 9-13.

Davenport, Glorianna, (1999). *Get a Life: Thinking Outside the Box*, Vision and Views, **IEEE Multimedia**, Vol. 6, no. 1 (Jan. - Mar. 1999), pp. 5-9.

deCerteau, Michel, (1997). **Culture in the Plural**. Minneapolis: University of Minnesota Press.

deCerteau, Michel, (1988). **The Practice of Everyday Life**. Berkeley: University of California Press.

deCerteau, Michel, (1995). **Heterologies: Discourse on the Other**. Minneapolis: University of Minnesota Press.

Delpit, Lisa, (1995). **Other People's Children: Cultural Conflict in the Classroom**. New York: The New Press.

Dennison, George, (1969). **The Lives of Children: The Story of the First Street School**. Reading: Addison-Wesley.

Dewey, John, (1961). **Democracy and Education**. New York: The Macmillan Company.

Dewey, John, (1956). **Philosophy of Education**. Ames, Iowa: Littlefield, Adams and Co.

Dewey, John, (1938). **Experience and Education**. New York: Collier Books.

Douglas, Mary, (1970). **Natural Symbols: Explorations in Cosmology**. London: Routledge.

Driscoll, Jack, Marco Turpeinen, and Walter Bender, (1997). *The Silver Stringers and Their Melrose Mirror*, unpublished manuscript. http://nif.www.media.mit.edu/silvers.pdf.

Egan, Kieran, (1997). **The Educated Mind: How Cognitive Tools Shape Our Understanding**. Chicago: The University of Chicago Press.

Eisenstein, Elizabeth, L. (1979). **The Printing Press as an Agent of Change**, vols. 1 and 2. Cambridge: Cambridge University Press.

Freire, Paulo, (1995). **Pedagogy of Freedom: Ethics, Democracy, and Civic Courage**. Lanham, MD.: Rowman and Littlefield Publishers Inc.

Freire, Paulo, (1995). **Pedagogy of Hope: Reliving Pedagogy of the Oppressed**. New York: Continuum.

Freire, Paulo, (1989). **Education for Critical Consciousness**. New York: Continuum.

Freire, Paulo, (1972). **Pedagogy of the Oppressed**. New York: Herder and Herder.

Friedman, Thomas, (1999). **The Lexus and the Olive Tree: Understanding Globalization**. New York: Farrar Straus Giroux.

Gardner, Howard, (1999). **The Disciplined Mind: What Should All Students Understand**. New York: Simon and Schuster.

Gladwin, Thomas, (1970). **East is a Big Bird: Navigation and Logic on Puluwat Atoll**. Cambridge: Harvard University Press.

Gruber, Howard E. and J. Jacques Voneche, ed. (1977). **The Essential Piaget**. New York: Basic Books.

Guzdial, Mark (1994). *Software Realized Scaffolding to Facilitate Programming for Science Learning,* in **Interactive Learning Environments**, vol. 4, number 1.

Guzdial, Mark, P. Weingrad, R. Boyle, R, and E. Soloway, (1992). *Design Support Environments for End Users,* in **Languages for Developing User Interfaces**, Myers, BA, Ed., pp. 57-78 Boston: Jones and Bartlett Publishers.

Hadamard, Jacques, (1945, 1973). **The Mathematician's Mind: The Psychology of Invention in the Mathematical Field**. Princeton: Princeton University Press.

Harel, Idit, (1991). **Children Designers: Interdisciplinary Constructions for Learning and Knowing Mathematics in a Computer-Rich School**. NJ: Ablex Publishing Corporation.

Hirsch, E.D., (1996). **The Schools We Need: Why We Don't have Them**. New York: Doubleday.

Holt, John, (1970). **What do I do Monday?** New York: Dell.

Holt, John, (1989). **Learning All the Time**. Reading: Addison-Wesley.

Ilich, Ivan, (1970). **Deschooling Society**. New York: Harper and Row.

Ilich, Ivan, (1973a). *After Deschooling, What?*, in **After Deschooling, What?,** Alan Gartner, Colin Greer, and Frank Riessman (eds.). New York: Harper and Row.

Ilich, Ivan, (1973b). **Tools for Conviviality**. New York: Harper and Row,

Jenkins, Henry, ed., (1998). **The Children's Culture Reader**. New York: New York University Press.

Jenkins, Henry, (1992). **Textual Poachers: Television Fans & Participatory Culture**. London: Routledge.

Kafai, Yasmin, (1995). Minds in Play: Computer Game Design As a Context for Children's Learning. Hillsdale, N.J.: Lawrence Erlbaum Associates.

Kolodner, Janet, David Crismond, Jackie Gray, Jennifer Holbrook, Sadhana Puntambekar, (1998). *Learning by Design from Theory to Practice*. EduTech Institute, Georgia Institute of Technology.

Kuhn, Thomas S., (1962, 1970). **The Structure of Scientific Revolutions**, second edition. Chicago: The University of Chicago Press.

Kuhn, Thomas S., (1987). *What Are Scientific Revolutions?*, in **The Probabilistic Revolution, Volume 1, Ideas in History**, Kruger, Lorenz, Lorraine J. Daston, and Michael Heidelberger, eds. Cambridge: MIT Press.

Kuhn, Thomas S., (1977). *Second Thoughts on Paradigms*, in **The Essential tension: Selected Studies in Scientific Tradition and Change**. Chicago: The University of Chicago Press.

Landauer, Thomas K., (1996). The Trouble With Computers: Usefulness, Usability, and Productivity. Cambridge, Ma.: MIT Press.

Latour, Bruno, (1993). **We Have Never Been Modern**. Cambridge: Harvard University Press.

Latour, Bruno and Steve Woolgar, (1986). **Laboratory Life: The Construction of Scientific Facts**. Princeton: Princeton University Press.

Lave, Jean, (1988). **Cognition in Practice: Mind, Mathematics and Culture in Everyday Life**. Cambridge: Cambridge University Press.

Lave, Jean and Etienne Wegner, (1991). **Situated Learning: Legitimate Peripheral Participation**. Cambridge: Cambridge University Press.

Lester, Richard K., (1998). **The Productive Edge**. New York: W.W. Norton & Company.

Levi-Strauss, Claude, (1966). **The Savage Mind**. Chicago: University of Chicago Press.

Malone, Thomas W., Kevin Crowston, Jintae Lee, Brian Pentland, Chrysanthos Dellarocas, George Wyner, John Quimby, Charles S. Osborn, Abraham Bernstein, George Herman, Mark Klein, and Elissa O'Donnell, (1998). *Toward a handbook of organizational processes*. Inventing the Organizations of the 21st century Working Papers, no. 5, MIT Sloan School, Center for Coordination Science.

Meier, Deborah, (1995). **The Power of Their Ideas: Lessons for America from a Small School in Harlem.** Boston: Beacon Press.

Narayan, Deepa, (1995). *The Contribution of People's Participation: Evidence from 121 Rural Water Supply Projects*. Environmentally Sustainable Development Occasional Papers No. 1. Washington, D.C.: The World Bank.

Nardi, Bonnie A., (1993). **A Small Matter of Programming**. Cambridge: MIT Press.

Norman, Donald A., (1990). **The Design of Everyday Things**. New York: Doubleday.

Nunes, Teresinha, and Peter Bryant, (1996). **Children Doing Mathematics**. Cambridge: Blackwell Publishers.

Nunes, Teresinha, Analucia Dias Schliemann, and David William Carraher, (1993). **Street Mathematics and School Mathematics**. Cambridge: Cambridge University Press.

Office of the National Education Commission, Office of the Prime Minister, Kingdom of Thailand, (1998). **Education in Thailand 1997**. Bangkok, Thailand: Office of the Prime Minister, Kingdom of Thailand.

Office of the National Education Commission, Office of the Prime Minister, Kingdom of Thailand, (1999). **Education in Thailand 1998**. Bangkok, Thailand: Office of the Prime Minister, Kingdom of Thailand.

Orlikowski, Wanda and JoAnne Yates, (1994). *Genre Repertoire: The Structuring of Communicative Practices in Organizations*. In **Administrative Science Quarterly**, vol. 39, no. 4, December, pp. 541-574.

Papert, Seymour (1997). Talk to Project Lighthouse workshop, Chiang Rai, Thailand, November, 1997.

Papert, Seymour, (1996). *An Exploration in the Space of Mathematics Education*, in **International Journal of Computers for Mathematical Learning**, vol. 1 no. 1, pp. 95-123. Boston: Kluwer Academic Publishers.

Papert, Seymour, (1993). **The Children's Machine: Re-Thinking School in the Age of the Computer**. New York: Basic Books.

Papert, Seymour, (1990). *Computer Criricism vs. Technocentric Thinking*. E&L Memo #1. Cambridge: MIT Media Laboratory Epistemology and Learning Group.

Papert, Seymour, (1980). **Mindstorms: Children, Computers, and Powerful Ideas**. New York: Basic Books.

Papert, Seymour and Mitchel Resnick, (1995). *Technological Fluency and the Representation of Knowledge*. Proposal to the National Science Foundation. Cambridge: MIT Media Laboratory.

Phongsupasamit, S. and J. Sakai, (1989). *Studies on Engineering Design Theories of Hand-Tractor Ploughs*, in *Agricultural Engineering, Proceedings of the Eleventh International Congress on Agricultural Engineering*, Dublin, September, pp. 1617- 1626.

Piaget, Jean, with Alina Szeminska, (1941). **The Child's Conception of Number**, in **The Essential Piaget**, Howard E. Gruber and J. Jacques Voneche, eds. New York: Basic Books.

Piaget, Jean, (1923). **The Language and Thought of the Child**, in **The Essential Piaget**, Howard E. Gruber and J. Jacques Voneche, eds. New York: Basic Books.

Perkins, David, (1986). **Knowledge As Design**. Mahwah, NJ: Lawrence Erlbaum Associates.

Pirsig, Robert M., (1974). **Zen and the Art of Motorcycle Maintenance**. Toronto: Bantam Books.

Puntambekar, Sadhana, and Janet Kolodner, (1998). *Distributed Scaffolding: Helping Students Learn in a 'Learning by Design' Environment*. EduTech Institute, Georgia Institute of Technology.

Ravitch. Diane and Maris A. Vinovskis, eds., (1995). **Learning from the Past: What History Teaches Us about School Reform**. Baltimore: The Johns Hopkins University Press.

Resnick, Mitchel, (1997). **Turtles, Termites, and Traffic Jams: Explorations in Massively Parallel Microworlds.** Cambridge, Ma.: MIT Press.

Resnick, Mitchel, Amy Bruckman and Fred Martin, (1996). *Pianos, Not Stereos: Creating Computational Construction Kits*, in **Interactions**, vol. 3, no. 6, (September/October).

Rogoff, Barbara, (1990)**. Apprenticeship in Thinking: Cognitive Development in Social Context**. New York: Oxford University Press.

Sachs, Jeffrey, John Luke Gallup, and Andrew Mellinger, (1998). *Geography and Economic Development*, presented at the Annual World Bank Conference on Development Economics, July, 1998.

Schank, Roger and Chip Cleary, (1995). **Engines for Education**. Hillsdale, NJ: Lawrence Erlbaum Associates Publishers.

Schon, Donald A., (1983)**. The Reflective Practitioner: How Professionals Think in Action**. New York: Basic Books.

Schon, Donald A. and Martin Rein, (1994). **Frame Reflection: Toward the Resolution of Intractable Policy Controversies**. New York: Basic Books.

Scribner, Sylvia and Michael Cole, (1981). **The Psychology of Literacy**. Cambridge: Harvard University Press.

Senge, Peter M., (1990)**. The Fifth Discipline: The Art and Practice of the Learning Organization**. New York: Doubleday.

Shaw, Alan Clinton, (1995). **Social Constructionism and the Inner City: Designing Environments for Social Development and Urban Renewal**. Unpublished Ph.D. dissertation, MIT Media Laboratory, Cambridge, Ma.

Shiba, Shoji, Alan Graham (Contributor) and David Walden (Contributor), (1994). **A New American TQM: Four Practical Revolutions in Management**. Boston: Productivity Press.

Sizer, Theodore, (1996). **Horace's Hope: What Works for the American High School**. Boston: Houghton Mifflin.

Smith, Brian, Ingeborg Endter, Walter Bender, Jack Driscoll, Marco Turpeinen, and Dennis Quan, (2000). *Silver Stringers and Junior Journalists: Active Information Producers*, manuscript submitted to the **IBM Systems Journal**, January, 2000.

Soloway, Elliot, Mark Guzdial and K. E. Hay, (1994). *Learner-Centered Design: The Challenge for HCI in the 21st Century*, **Interactions**, Vol. 1, No. 2, April, pp. 36-48.

Suchman, Lucy, (1987)**. Plans and Situated Actions: The Problem of Human-Machine Communication**. Cambridge: Cambridge University Press.

Taylor, Frederick Winslow, (1998). The Principles of Scientific Management. New York: Dover Publications.

Thurston, William P., (1994). *On Proof and Progress in Mathematics*. In **Bulletin (New Series) of the American Mathematical Society**, vol. 30, no. 2, April.

Turkle, Sherry and Seymour Papert, (1992*). Epistemological Pluralism and the Revaluation of the Concrete*. **Journal of Mathematical Behavior**, vol. 11, no. 1.

Tyack, David and Larry Cuban, (1995). **Tinkering Toward Utopia: A Century of Public School Reform**. Cambridge: Harvard University Press.

Walkerdine, Valerie, (1988). **The Mastery of Reason: Cognitive Development and the Production of Rationality**. London: Routledge.

Williams, Marian G. and Vivienne Begg, (1993). *Translation between software developers and users*. **Communications of the ACM, Special Issue on Participatory Design**. Vol.36, No. 6, pp 102-103