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

【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ブラクマティックなものとなっています。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、著者Chinn著者（Rutgers University）を含め、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エクスチェンジと方法論について、国内の学習科学研究者の対話を展開し、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。

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