

Keynote: The Interplay of Discussion, Cognition and Instruction in Computer-Supported Collaborative Learning Environments

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Educational discourse is an important area for impact, which is especially timely given recent attention given to online education. In this talk I will first present a theoretical account of the complex interplay between written or oral discourse, individual cognitive processes, and external guidance in Computer-Supported Collaborative Learning (CSCL) environments. Based on the Script Theory of Guidance I will analyze how cognitive configurations shape discussions, and how participation in discussions may lead to re-configuration of the participating individual student's cognition. Second, I will give an overview of studies demonstrating the instructional value of specific types of discussion contributions, namely transactive contributions. I will finally elaborate on ways in which transactive contributions to discourse can be facilitated through external guidance, and how technologies may play an important role both in research and in instruction.