

International Journal of Computer-Supported Collaborative Learning (ijCSCL)

Table of Contents

Volume 1, Number 1, March 2006

ijCSCL—a journal for research in CSCL

Gerry Stahl & Friedrich Hesse

3-7

The CSCL community in its first decade: Development, continuity, connectivity

Andrea Kienle & Martin Wessner (Germany)

9-33

A relational, indirect and meso level approach to CSCL design in the next decade

Chris Jones (UK), Lone Dirckinck-Holmfeld (Denmark), & Berner Lindström (Sweden)

35-56

Student assessing their own collaborative knowledge building

Eddy Y. C. Lee (China), Carol K. K. Chan (China), & Jan van Aalst (Canada)

57-87

Situating CoWeb: A scholarship of application

Jochen Rick & Mark Guzdial (US)

89-115

R-U-Typing-2-Me? Evolving a chat tool to increase understanding in learning activities

Hugo Fuks, Mariano Pimentel, & Carlos José Pereira de Lucena (Brazil)

117-142

A dialogical understanding of the relationship between CSCL and teaching thinking skills

Rupert Wegerif (UK)

143-157

Volume 1, Number 2, June 2006

Building knowledge in the classroom, building knowledge in the CSCL community

Gerry Stahl & Friedrich Hesse

163-165

Approaching institutional context: Systemic versus dialogic research in CSCL

Hans Christian Arnseth & Sten Ludvigsen (Norway)

167-185

Collaborative knowledge building using the Design Principles Database

Yael Kali (Israel)

187-201

Co-reflection in online learning: Collaborative critical thinking as narrative

Joyce Yukawa (US)

203-228

Knowledge-building activity structures in Japanese elementary science pedagogy

Jun Oshima, Ritsuko Oshima, Isao Murayama, Shigenori Inagaki, Makiko Takenaka, Tomakazu Yamamoto, Etsuji Yamaguchi & Hayashi Nakayama (Japan)

229-246

Supporting synchronous collaborative learning: A generic multi-dimensional model

Jacques Lonchamp (France)

247-276

Errata

Students assessing their own collaborative knowledge building

Eddy Y. C. Lee (China), Carol K. K. Chan (China), & Jan van Aalst (Canada)

227-307

Volume 1, Number 3, September 2006

Focusing on participation in group meaning making

Gerry Stahl & Friedrich Hesse

311-313

Technology affordances for intersubjective meaning making: A research agenda for CSCL

Daniel D. Suthers (US)

315-337

The affordance of anchored discussion for the collaborative processing of academic texts

Jakko van der Pol, W. Admiraal & P. R. J. Simons (Netherlands)

339-357

Code talk: Student discourse and participation with networked handhelds

Tobin White (US)

359-382

Studying participation networks in collaboration using mixed methods

Alejandra Martínez, Jose Marcos, Yannis Dimitriadis, Eduardo Gomez-Sanchez, Bartolome Rubia-Avi, Ivan Jorrin-Abellan & Jose A. Marcos (Spain)

383-408

Volume 1, Number 4, December 2006

Social practices of computer-supported collaborative learning

Gerry Stahl & Friedrich Hesse

409-412

From dialogue to monologue and back: Middle spaces in computer-mediated learning

Noel Enyedy & Christopher M. Hoadley (US)

413-439

Knowledge building in mathematics: Supporting collaborative learning in pattern problems

Joan Moss & Ruth Anne Beatty (US)

441-465

Electronic (re)constitution of groups: Group dynamics from face-to-face to an online setting

Lynn Clouder, Jayne Dalley, Julian Hargreaves, Sally Parkes, Julie Sellars & Jane Toms (UK)

467-480

Consistent practices in artifact-mediated collaboration

Nathan Dwyer & Daniel D. Suthers (US)

481-511

Volume 2, Number 1, March 2007

Welcome to the future: ijCSCL volume 2

Gerry Stahl & Friedrich Hesse

1-8

Community-based learning: The core competency of residential, research-based universities

Gerhard Fischer (US), Markus Rohde & Volker Wulf (Germany)

9-40

Patterns as a paradigm for theory in community-based learning

John M. Carroll & Umer Farooq (US)

41-62

A rating scheme for assessing the quality of computer-supported collaboration processes

Anne Meier, Hans Spada & Nikol Rummel (Germany)

63-86

Investigating patterns of interaction in networked learning and computer-supported collaborative learning: A role for social network analysis

Maarten De Laat & Victor Lally, Lasse Lipponen & Robert-Jan Simons (Netherlands & Finland)

87-103

Barriers to online critical discourse

Liam Rourke & Heather Kanuka (Singapore)

105-126

Volume 2, Number 2 & 3, September 2007

A double issue for CSCL 2007

Gerry Stahl, Daniel D. Suthers & Friedrich Hesse

127-131

Contextual perspective in analyzing collaborative knowledge construction of two small groups in web-based discussion

Maarit Arvaja (Finland)

133-158

Supporting collaborative learning and problem solving in a constraint-based CSCL environment for UML class diagrams

Nilufar Baghaei, Antonija Mitrovic & Warwick Irwin (New Zealand)

159-190

Dealing with multiple documents on the WWW: The role of meta-cognition in the formation of documents models

Marc Stadtler & Rainer Bromme (Germany)

191-210

Specifying computer-supported collaboration scripts

Lars Kobbe, Armin Weinberger, Pierre Dillenbourg, Andreas Harrer, Raija Hämäläinen, Päivi Häkkinen, & Frank Fischer (Germany, Switzerland, Finland)

211-224

Scripting by assigning roles: Does it improve knowledge construction in asynchronous discussion groups?

Tammy Schellens, Hilde Van Keer, Bram De Wever & Martin Valcke (Belgium)

225-246

Using graphical tools in a phased activity for enhancing dialogical skills: An example with Digalo

Nathalie Muller Mirza, Valérie Tartas, Anne-Nelly Perret-Clermont & Jean-François De Pietro (Switzerland, France)

247-272

How do argumentation diagrams compare when student pairs use them as a means for debate or as a tool for representing debate?

Kristine Lund, Gaëlle Molinari, Arnauld Séjourné & Michael Baker (France, Switzerland)

273-295

Argumentation in a changing world

Baruch B. Schwarz & Reuma De Groot (Israel)

297-313

Rainbow: A framework for analyzing computer-mediated pedagogical debates

Michael Baker, Jerry Andriessen, Kristine Lund, Marie van Amelsvoort & Matthieu Quignard (France, Netherlands)

315-357

Volume 2, Number 4, December 2007

CSCL and its flash themes

Gerry Stahl

359-362

Using activity-oriented design methods to study collaborative knowledge building in e-learning courses within higher education

Christine Greenhow & Brad Belbas (US)

363-391

Future Technology Workshop: A collaborative method for the design of new learning technologies and activities

Giasemi N. Vavoula & Mike Sharples (UK)

393-419

Facilitating argumentative knowledge construction with computer-supported collaboration scripts

Karsten Stegmann, Armin Weinberger & Frank Fischer (Germany)

421-447

The role of floor control and of ontology in argumentative activities with discussion-based tools

Baruch B. Schwarz & Amnon Glassner (Israel)

449-478

Putting the pieces together: Online Argumentation Vee Diagrams enhance thinking during discussion

E. Michael Nussbaum, Denise L. Winsor, Yvette M. Aqui & Anne M. Poliquin (US)

479-500

Volume 3, Number 1, March 2008

The many levels of CSCL

Gerry Stahl & Friedrich Hesse

1-4

The mechanics of CSCL macro scripts

Pierre Dillenbourg & Fabrice Hong (Switzerland)

5-23

What does it mean? Students' procedural and conceptual problem solving in a CSCL environment designed within the field of science education

Ingeborg Krangle & Sten Ludvigsen (Norway)

25-51

A community of practice among tutors enabling student participation in a seminar preparation

Bernhard Nett (Germany)

53-67

The need for considering multilevel analysis in CSCL research—An appeal for the use of more advanced statistical methods

Ulrike Cress (Germany)

69-84

Group awareness and self-presentation in computer-supported information exchange

Joachim Kimmerle & Ulrike Cress (Germany)

85-97

Volume 3, Number 2, June 2008

The strength of the lone wolf

Gerry Stahl

99-103

A systemic and cognitive view on collaborative knowledge building with wikis

Ulrike Cress & Joachim Kimmerle (Germany)

105-122

Supporting controversial CSCL discussion with augmented group awareness tools

Jürgen Buder & Daniel Bodemer (Germany)

123-139

Annotations and the collaborative digital library: Effects of an aligned annotation interface on student argumentation and reading strategies

Joanna Wolfe (US)

141-164

Appropriation of a shared workspace: Organizing principles and their application

Maarten Overdijk & Wouter van Diggelen (Netherlands)

165-192

Operationalizing macro-scripts in CSCL technological settings

Pierre Tchounikine (France)

193-233

Volume 3, Number 3, September 2008

Explorations of participation in discourse

*Gerry Stahl * Friedrich Hesse*

235-236

Analyzing collaborative learning processes automatically: Exploiting the advances of computational linguistics in CSCL

*Carolyn Rosé * Yi-Chia Wang * Yue Cui * Jaime Arguello * Karsten Stegmann * Armin Weinberger * Frank Fischer (US, Germany)*

237-271

Context-oriented communication and the design of computer-supported discursive learning

*Thomas Herrmann * Andrea Kienle (Germany)*

273-299

Cultural practices in networked classroom learning environments

Nancy Ares (US)

301-326

The effect of a script and a structured interface in grounding discussions

Judith Schoonenboom (Netherlands)

327-341

Supporting students' participation in authentic proof activities in CSCL environments

Diler Oner (Turkey)

343-359

Book review: Exploring thinking as communicating in CSCL

Gerry Stahl (US)

361-368

Volume 3, Number 4, December 2008

CSCCL practices

*Gerry Stahl * Friedrich Hesse*

369-372

Leveraging online communities in fostering adaptive schools

*David Hung * Kenneth Y. T. Lim * Der-Thanq Victor Chen * Thiam Seng Koh (Singapore)*

373-386

The right tool for the wrong task? Match and mismatch between first and second stimulus in double stimulation

*Andreas Lund * Ingvill Rasmussen (Norway)*

387-412

Exploring embedded guidance and self-efficacy in educational multi-user virtual environments

*Brian C. Nelson * Diane Jass Ketelhut (US)*

413-427

Alternative goal structures for computer game-based learning

Fengfeng Ke (US)

429-445

Automatic coding of dialog acts in collaboration protocols

*Gijsbert Erkens * Jeroen Janssen (Netherlands)*

447-470

Volume 4, Number 1, March 2009

Yes we can!

Gerry Stahl

1-4

The pedagogical challenges to collaborative technologies

Diana Laurillard (UK)

5-20

Productive failure in CSCL groups

*Manu Kapur (Singapore) * Charles Kinzer (US)*

21-46

A connective ethnography of peer knowledge sharing and diffusion in a tween virtual world

*Deborah Fields * Yasmin Kafai (US)*

47-68

Learning to collaborate while being scripted or by observing a model

*Nikol Rummel * Hans Spada * Sabine Hauser (Germany)*

69-92

The power of natural frameworks: Technology and the question of agency in CSCL settings

Annika Lantz-Andersson (Sweden)

93-107

Volume 4, Number 2, June 2009

Practice perspectives in CSCL

*Gerry Stahl * Friedrich Hesse*

109-114

The joint organization of interaction within a multimodal CSCL medium

*Murat Cakir * Alan Zemel * Gerry Stahl (US)*

115-149

Affordances revisited: Articulating a Merleau-Pontian view

Nina Bonderup Dohn (Denmark)

151-170

Genre and CSCL: The form and rhetoric of the online posting

Norm Friesen (US)

171-185

Exploring metaskills of knowledge-creating inquiry in higher education

*Hanni Muukkonen * Minna Lakkala (Finland)*

187-211

Knowledge-practice perspective on technology-mediated learning

Kai Hakkarainen (Finland)

213-231

Volume 4, Number 3, September 2009

Classical dialogs in CSCL

*Gerry Stahl * Friedrich Hesse*

233-237

Time is precious: Variable- and event-centred approaches to process analysis in CSCL research

Peter Reimann (Australia)

239-257

Distinguishing knowledge sharing, knowledge construction, and knowledge creation discourses

Jan van Aalst (China)

259-287

A three-level analysis of collaborative learning in dual interaction spaces

Jacques Lonchamp (France)

289-317

Collaborative corrections with spelling control: Digital resources and peer assistance

Asta Cekaite (Sweden)

319-341

Web 2.0: Inherent tensions and evident challenges for education

Nina Bonderup Dohn (Denmark)

343-363

Volume 4, Number 4, December 2009

Paradigms of shared knowledge

*Gerry Stahl * Friedrich Hesse*

365-369

Wikis to support the "collaborative" part of collaborative learning

*Johann A. Larusson * Richard Alterman (USA)*

371-402

Earth science learning in SMALLab: A design experiment for mixed reality

*David Birchfield * Colleen Megowan-Romanowicz (USA)*

403-421

Contrasting the use of tools for presentation and critique: Some cases from architectural education

*Gustav Lymer * Jonas Ivarsson * Oskar Lindwall (Sweden)*

423-444

An ontology engineering approach to the realization of theory-driven group formation

*Seiji Isotani * Akiko Inaba * Mitsuru Ikeda * Riichiro Mizoguchi (Japan)*

445-478