“Learning to Argue Scientifically Using Computer and Web-based Peer Feedback”

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Abstract
Argumentation is a key feature of disciplinary thinking in general, and especially of science in particular. A common approach to instruction in science is to provide feedback on argumentation through writing assignments. But student write-ups are often broken at too many levels beyond argument structure for instructor or student to effectively attend to that level. I present an instructional approach that is a hybrid of representational tools, artificial-intelligence guidance, and web-based peer review that systematically reveals and builds skills in scientific argumentation.

Biographical Note
Christian Schunn is a Senior Scientist at the Learning Research and Development Center and a Professor of Psychology, Learning Sciences and Policy, and Intelligent Systems at the University of Pittsburgh. He received his PhD in Psychology from Carnegie Mellon in 1995. His basic research involves cognitive / social psychology studies of science and engineering problem solving and creativity. His educational research and design work focuses on secondary and tertiary education in writing, science, technology, engineering, and mathematics, both in isolation and in various combinations.