

Arguing to Learn



LEARNING
TOGETHER

LEARNER IMPACTS

- Behavior

DESCRIPTION

Argumentation is the means by which we rationally resolve questions, issues, and disputes, and solve problems. Embedding and fostering argumentative activities in learning environments promotes productive ways of thinking, conceptual change, and problem solving (Jonassen & Kim, 2010). Although science educators have focused on the roles of argumentation more extensively than other disciplines, argumentation is an essential way of thinking about any discipline including history, sociology, and mathematics.

We can encourage argumentation in our courses by supporting the development of good reasoning skills, using case studies, role play scenarios, and similar authentic activities to encourage students to develop arguments, and using web-based argumentation templates to facilitate the performance and usage of argumentation (Walker & Sampson, 2013; Andriessen & Baker, 2014).

CAPABILITIES

- Assessment: Essay
- Management: Discussion analytics
- Cognitive Tools: Asynchronous social learning: text based

SAMPLE DESIGN IMPLEMENTATIONS

- Robust Technology: Argument simulations
- Simple Technology: Scaffolded argumentation
- Content Support: Rubrics



Pearson

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SELF-ASSESSMENT INSTRUMENT



Principle Criteria	Integration (4-5 points)	Exploration (2-3 points)	Consideration (1 point)	Not Applicable (0 Points)	Total Points
Definition	Strong emphasis of the requirement of arguments having at least a claim that is supported by reasons	Some emphasis of the requirement of arguments having at least a claim that is supported by reasons	Poor emphasis of the requirement of arguments having at least a claim that is supported by reasons	Does NOT use effectively or is not a related activity	= ____
	Strong emphasis that counterargument should address the pros/cons of the original claim and the counterclaim	Some emphasis that counterargument should address the pros/cons of the original claim and the counterclaim	Poor emphasis that counterargument should address the pros/cons of the original claim and the counterclaim		
Model	Strong application of the steps of argument-driven inquiry (ADI) guide the instructional design of activities	Some application of the steps of ADI guide the instructional design of activities	Poor application of the steps of ADI guide the instructional design of activities	Does NOT use effectively or is not a related activity	= ____
	Strong emphasis of Toulmin's argument pattern (TAP) components model what students should include in good arguments	Some emphasis of TAP components model what students should include in good arguments	Poor emphasis of TAP components model what students should include in good arguments		
Design	Strong application of empirical methods for supporting argumentation in learning environments	Some application of empirical methods for supporting argumentation in learning environments	Poor application of empirical methods for supporting argumentation in learning environments	Does NOT use effectively or is not a related activity	= ____
	Strong consideration of existing methods to determine a good fit per the context	Some consideration of existing methods to determine a good fit per the context	Poor consideration of existing methods to determine a good fit per the context		
Assessment	Strong statement of clear assessment criteria provided to students	Some statement of clear assessment criteria provided to students	Poor statement of clear assessment criteria provided to students	Does NOT use effectively or is not a related activity	= ____
	Strong consideration of individual differences	Some consideration of individual differences	Poor consideration of individual differences		