

Article presented by Ingvill

- Furberg, A. (2009). Socio-cultural aspects of prompting student reflection in Web-based inquiry learning environments. *Journal of Computer Assisted Learning*, 25(4), pp. 397-409..

Article presented by Anders

- Cheung, W.K., Mørch, A.I., Wong, K.C., Lee, C., Liu, J., Lam, M.H. (2007). Grounding Collaborative Learning in Semantics-based Critiquing. *Int'l J. Distance Education Technologies*, 5(2), pp. 40-55.

Common themes

- Using computer to provide various form of support to aid in the students problem solving (inquiry; design). Furberg refers to them as prompts (i.e. to remind, incite, actuate), and in the Cheung et al paper they are refereed to as critics, and sometimes as scaffolds. The first paper is empirical based and more critical to the role of prompts, whereas the other paper focus more on the possibilities and design implications
- Both studies report from design experiments in local high schools with about the same number of students, using a mainly qualitative, mixed methods approach and a research design that compares two group of students, treatment group (with prompting) and control group (without prompting).
- Common findings regarding lack of reflection or problematization of the automated feedback , but the second studied showed also evidence of students producing longer essays as a result of being critiquing based on missing themes