TOOL 5100, Lecture 8, Questions, Oct. 22nd, 2009

1. The techniques for online tutoring (guidance) suggested by Littleton & Whitlock resembles techniques for prompting implemented in the Viten.no software and the Synergeia KB environment. Pick two of these the techniques and discuss their potential computer implementation (i.e. possibility for "teacher in the machine")
2. Describe the method for analysis employed by Littleton & Whitlock. The coding categories they use (eliciting knowledge, responding to students' contribution, describing shared experience) originate in previous research (Mercer, 1995). Discuss the pros and cons of having predefined categories vs. data-driven (empirical) categories as the basis for analysis.
3. How can the findings reported in the Smith (2005) paper provide clues to supporting perspective-taking in CSCL environments, focusing on challenges and opportunities
4. Apply the findings from the paper (early expectations, cyclical movement, and consequences of the cyclical movement) to own experiences in (online) collaborative groups.