CSCL in North America

Gerry Stahl
Origins and Early Stages

- 1989 in Maratea, Italy
- largely AI in Ed
- BBN, Bank Street, educational software
- ENFI Project at Gallaudet University
- Scardamalia & Bereiter’s CSILE project
- Cole’s Fifth Dimension Project at UCSD
- Brown and Campione’s guided discovery
- Bransford’s Jasper Project
- CSCL in North America (Bloomington, Toronto, Stanford, Boulder)
- ISLS established in 2002 at Boulder

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Research Questions, Concepts and Methods

- Use CSCL innovations as lever to transform education: student-centered (Papert), inquiry-based (Dewey) or constructivist (Vygotsky, edited translation)—by promoting collaborative learning

- Research questions: design of technology, analysis of collaborative learning, evaluation of learning outcomes

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Research Questions, Concepts and Methods

- Methodology: traditions of quantitative and qualitative research in educational psychology and the social sciences
  - coding-and-counting
  - controlled experiments with pre and post tests
  - descriptive statistics of self-report surveys
  - qualitative case studies
Contributions to CSCL Research

- Collaborative learning vs. cooperative group work (Johnson & Johnson, Slavin)
- Ethnomethodology & Conversation Analysis; Discourse Analysis
- Institute for Research in Learning in Palo Alto in the 1980s: Lave, Wenger, Suchman, Roschelle, J.S. Brown, Pea, Greeno
- Distributed cognition in San Diego
- Learning Research and Development Center in Pittsburgh
- Design studies, design-based research, qualitative case studies

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Different Disciplines

- CSCL requires interdisciplinarity and internationalization
- Multi-methods, multi-vocality, integration of research at different units of analysis (e.g., individual, small group, community)
- New methods to deal with the complexities of CSCL research agendas

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Future Trajectories

➢ CSCL is international; no special NA role

➢ Perhaps the most important role for North American researchers is to train & mentor future CSCL researchers from underdeveloped parts of the world

➢ Educational practice and CSCL expertise development is quite uneven, even within NA

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While many elite universities in world capitals have recognized CSCL labs, whole continents (Africa, the Middle East, India and most of Asia, much of Latin America) do not.

- CSCL as a profession still generally requires apprenticeship experiences; NA CSCL researchers could mentor students and colleagues from other countries.

- CSCL technologies and approaches could be adapted for this.
My own contribution: the VMT trilogy

**Group Cognition**
(2006)

*Computer Support for Building Collaborative Knowledge*

MIT Press, 510 pages
Available for Kindle

The theory of group cognition emerges from several studies of CSCL and CSCW technologies. Analysis of interaction. Theory of CSCL.

[www.GerryStahl.net/elibrary/gc](http://www.GerryStahl.net/elibrary/gc)

**Translating Euclid**
(2013)

*Creating a Human-Centered Mathematics*


Latest results of this design-based CSCL research from many perspectives.

[www.GerryStahl.net/elibrary/euclid](http://www.GerryStahl.net/elibrary/euclid)

**Studying Virtual Math Teams**
(2009)

*Springer Press, 626 pages*  
*CSCL Book Series, paperback*

Studies of the VMT Project technology, pedagogy, analysis, theory by team members and international collaborators

[www.GerryStahl.net/elibrary/svmt](http://www.GerryStahl.net/elibrary/svmt)