

Comparative study of adolescents' argumentation across settings and purposes

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However, all opinions are strictly our own.

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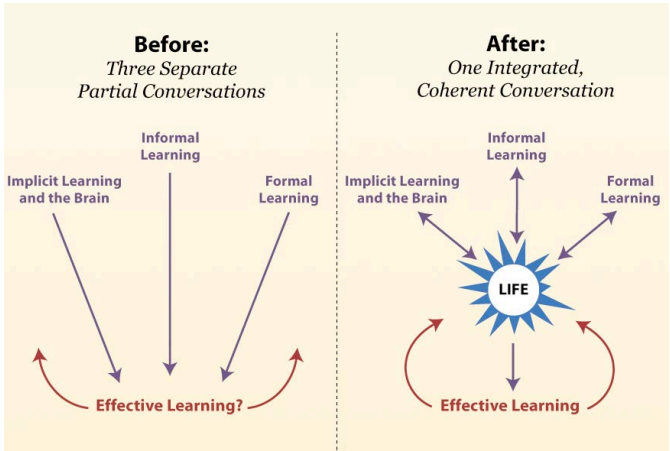
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Jim Banks Diversity Advisor		Ed Lazowska Technology Advisor			

LIFE research strands have own language, theory, and methods—need sustained conversation


Implicit: social cognition, neural commitment, imitation, early learning, representation



Informal: context, distributed participation, interaction, appropriation of tools, culture, improvisation




Formal: transfer, preparation for future learning, adaptability, efficiency, design of tools






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Strand 2: Informal Learning

Learning in K-12 schools.... only 21% of awake time annually.



What is learned in the other 79% of the time? (with peers, family, community)

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Everyday science and technology learning within a multicultural, urban, high poverty community

- ✓ How do activities inside and outside of school influence children's learning of science and technology?
 - Multi-year ethnography, across the everyday contexts of children
 - Explore influences of everyday peer and family culture
 - Explore issues of access, equity, and implications for science and math related social futures

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Conceptual themes

Folk Biology

How do children learn about the living world across social settings and apply that understanding to their own lives?

Focus is on *personal health, nutrition, and local environmental conditions.*



How do children learn about and with digital technologies?

Technological Fluencies





Everyday Argumentation

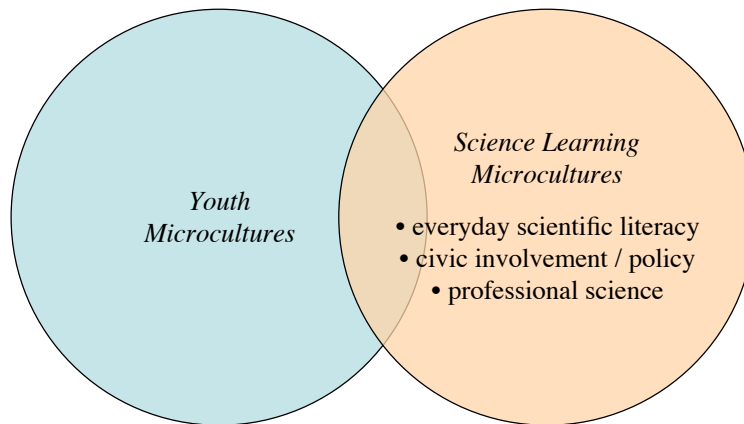
What are the range of argument forms that children engage with and construct across settings?

Images of Science

Based on the images they encounter, what do children count as 'science' and why?



Study argumentation communities comparatively



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Focus on argumentation associated with central cultural products...

- as valued by the community
- that involve specific *argumentative practices*
 - In two ways...
 - *Embedded arguments* within the cultural products (e.g., tricks in skateboarding)
 - *Enabling arguments* that make cultural products possible
 - Argument → Cultural Processes → Cultural Products
 - That implicate range of everyday cognition phenomena (e.g., embodiment, social and material distribution / contribution, rhetorical strategies, linguistic competencies)
- looking for connections across communities in terms of...
 - the employed cognitive phenomena & resources that support argumentation
 - how arguments fulfill goals / motives of participants

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Argumentation across everyday contexts and purposes—with an eye toward science

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Thank you!

For more information on this work...

Everyday & Science Technology Research Group
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