

Curriculum Vitae

*Jerry Andriessen
Azaleastraat 85
2565CD Den Haag
+31620716128
28-07-1956*

*Company: Wise & Munro Learning Research
Web: www.wisemunro.eu
Mail: jerry@wisemunro.eu*

Version February 2015

Summary information

PhD (Social Sciences): 1991, Utrecht University

MSc (Experimental Psychology): 1981 Leiden University

Academic positions

1981 – 1982: Junior Researcher, Nijmegen University

1985 – 1991: Junior researcher Utrecht University

1991 – 2008: Assistant / Associate professor Utrecht University

2008 - : Private Company: Wise & Munro Learning Research

Teaching (1985-2004)

Research Methodology

Psycholinguistics & Education

General Social Sciences

Intelligent Tutoring Systems

Education and Information Technology

Web-based Learning Environments

Learning Sciences

International Teaching Experience

1991/93: Utrecht, Educational Sciences: Intelligent Tutoring Systems, several years given in English for the Erasmus/Socrates visiting students

1996: Visiting professor at Poitiers, lectures on computers in education, research presentations, student coaching, research collaboration, conference organization

2001 International Summerschool at Poitiers, France, PhD students from different European countries, researchers in writing and psycholinguistics: workshop on collaborative writing

2002 Several workshops on pedagogical scenarios for collaborative learning, e.g. ICO masterclass, CSCL conference (with Gijsbert Erkens), Ecole des Mines Albi (Fr)

2003 Visiting professor at dept. of Informatics at L'Ecole des Mines, St Etienne (Fr), counseling, workshop and individual coaching of PhD students on CSCL related topics

2005 ICO-Masterclass Interactive and Instrumental elaboration of knowledge, Utrecht, July 2005 (with Michael Baker)

2008 Visiting Researcher ICAR, Lyon University. Argumentative dialogues, workshops on funding of European proposals. Work on Tatiana.

2009 Conference of the Learning Sciences, Rutgers University, Doctoral Consortium co-chair with Cindy Hmelo-Silver.

2009 Intermedia, Oslo University. PhD Consortium.

Reviewing

Scientific committees of conferences: UCIS 1996, Writing 2004 (and some other EARLI- Writing conferences), CSCL2007, ISLS2010

Reviewer for conferences: NWO, AI & Education, EARLI conferences, CSCL, Learning Sciences

Reviewer for Journals: European Journal of Psychology of Education, International Journal of Computer Supported Collaborative Learning, Journal of Computer Assisted Learning, Computers in Human Behavior, Argumentation, Educational Psychologist, Cognition & Instruction, Reading Research Quarterly, Cognitive Science, Journal of Argumentation in Context

Editorial Board: International Journal of Computer Supported Collaborative Learning, Journal of Computer Assisted Learning, Reading Research Quarterly

Reviewer of Educational Programs (with ICT) for universities of Leiden, Delft & Amsterdam; reviewer of EU Horizon2020 programs

Co-Supervision of PhD Dissertations

Veerman, A.L. (Utrecht, May 26, 2000). *Computer-supported collaborative learning through argumentation*. Print Partners Ipskamp: Enschede (thesis). <http://igitur-archive.library.uu.nl/dissertations/1908992/inhoud.htm>

Van Amelsvoort, M. (Utrecht, October 13, 2006). *A space for debate. How diagrams support collaborative argumentation-based learning*.

Munneke, L. (Utrecht, January 11, 2008). [Arguing to learn: Supporting interactive argumentation through Computer-Supported Collaborative Learning.](#)

Overdijk, M. (Utrecht, May, 2009). Appropriation of technology for collaboration: From mastery to utilisation.

Key publications

- Andriessen, J.E.B. & Sandberg, J.A.C. (1999). [Where is Education heading and how about AI?](#) *International Journal of Artificial Intelligence in Education* 10, 2, 130-150.
- Veerman, A.L., Andriessen, J.E.B. & Kanselaar, G. (2002). Collaborative argumentation in academic education. *Instructional Science*. 30, 3, 155-186.
- Alamargot, D. & Andriessen, J. E. B. (2002). The "power" of text production activity in collaborative learning situations. In: P. Brna, M. Baker, K. Stenning & A. Tiberghien (Eds.), *The role of communication in learning to model* (pp.275-302). Mahwah, NJ: Erlbaum.
- Andriessen, J., Baker, M., Suthers, D. (2003). Argumentation, Computer Support, and the Educational Context of confronting cognitions. In Andriessen, J., Baker, M., Suthers, D. (Eds.), *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments* (pp. 1-25). Dordrecht: Kluwer.
- Van der Puil, C., Andriessen, J. & Kanselaar, G. (2004). Exploring relational regulation in computer mediated (collaborative) learning interaction: A developmental perspective. *Cyberpsychology & Behavior*, 7, 2, 183-195.
- Andriessen, J. (2005). [Arguing to Learn](#). In: K. Sawyer (Ed.) *Handbook of the Learning Sciences*. Cambridge: Cambridge University press.
- Van Amelsvoort, M., Andriessen, J., & Kanselaar, G. (2007). Representational tools in computer-supported argumentation-based learning: How dyads work with constructed and inspected argumentative diagrams. *The Journal of the Learning Sciences*, 16, 4, 485-522.
- Andriessen, J. E. B. & Schwarz, B. B. (2009). Argumentative design. In N. Muller-Mirza & A.-N. Perret-Clermont (eds.) *Argumentation and Education: Theoretical foundations and practices* (pp. 145-176). Dordrecht: Springer.
- Andriessen, J., Baker, M. & van der Puil, C. (2010). Socio-cognitive tensions in collaborative working relations. In S. Ludvigsen, A. Lund, I. Rasmussen, & R. Säljö (Eds.) *Learning across sites: new tools, infrastructures and practices*. Pergamon Press.
- Baker, M., Andriessen, J. & Järvelä, S. (2013). *Affective Learning Together*. Routledge.

Scientific Publications

1. Sanders, A.F. & Andriessen, J.E.B. (1978). A suppressing effect of response selection on immediate arousal in a choice reaction task. *Acta Psychologica* 42, 181-186.
2. Andriessen, J.E.B., & Boonman, J.H. (1988). Probleemoplossen en het begrijpen en produceren van teksten. *Pedagogische Studiën* 65, 1, 32-44.
3. Andriessen, J.E.B. (1989). Computerondersteunde Tekstproductie. In: F.Pijls & J.Sandberg (Eds.), *De computer als expert en didacticus*, Muiderberg: Coutinho, 80-92.
4. Andriessen, J.E.B. (1989). Evaluation and revision of problems with text-coherence during story construction. In: P.Boscolo (Ed.), *Writing: Trends in European Research*, Padova: Upsel, 21-32.
5. Kanselaar, G., Andriessen, J.E.B., Barnard, Y.F. & Erkens, G. (1989). Some issues on the construction of cooperative ITS. In: J.Pieters (Ed.): *Instructional aspects of Intelligent Tutoring Systems*. Enschede: TH-Twente, 45-65.
6. Andriessen, J.E.B. (1991). Children's reflection on coherence during text construction. *European Journal of Psychology of Education* 6, 2, 257-266.
7. Andriessen, J.E.B. (1991). Minimal strategies for coherent text production. Dissertation. Utrecht: ISOR.
8. Erkens, G., & Andriessen, J.E.B. (1994). Cooperation in Problem-solving and Educational Computer Programs. *Computers in Human Behavior* 10, 107-125.
9. Andriessen, J.E.B. (1994). Episodic representations in Writing and Reading. In G.Eigler & Th. Jechle (Eds.) *Writing: Current trends in European Research*. Freiburg: Hochschulverlag GmbH. ISBN 3-8107-5058-1, 71-83.
10. Andriessen, J.E.B., Coirier, P., Roos, L., Passerault, J.M. & Bert-Erboul (1996). Thematic and structural planning in constrained argumentative text production. In H. Van den Bergh, G. Rijlaarsdam & M. Couzijn (eds), *Theories, Models and Methodology in writing research*. Amsterdam: Amsterdam University Press. ISBN 90 5356 197 8, 237-251.
11. Andriessen, J.E.B., de Smedt, K. & Zock, M. (1996). Discourse Planning: experimental and modeling approaches. In: A. Dijkstra & K. de Smedt (Eds.) *Computational Psycholinguistics: Symbolic and network models of language processing*. London: Taylor & Francis. ISBN 0-7484-0465-1, 247-278.
12. Andriessen, J.E.B. & Sandberg, J.A.C. (1999). Where is Education heading and how about AI? *International Journal of Artificial Intelligence in Education* 10, 2, 130-150.
13. Andriessen, J.E.B. & Veerman, A. (1999). Samenwerkend Telestuderen in het Hoger Onderwijs. *Pedagogische Studiën* 76 (6), 157-178.
14. G. Rijlaarsdam & E. Esperet (Series eds.) & Andriessen, J. E. B. & Coirier, P. (Vol. Eds) (1999). *Studies in Writing: Vol 5, Foundations of*

- argumentative text processing. Amsterdam: Amsterdam University Press. ISBN 90 5256 340 7.
15. Coirier, P., Andriessen, J. E. B., & Chanquoy, L. (1999). From planning to translating: The specificity of argumentative writing. In: J. E. B. Andriessen & P. Coirier (Eds.) *Foundations of argumentative text processing*. Amsterdam: Amsterdam University Press, pp. 1-28.
 16. Veerman, A. L., Andriessen, J. E. B. & Kanselaar, G. (2000). Enhancing learning through synchronous electronic discussion. *Computers & Education* 34 (2-3), 1-22.
 17. Kanselaar, G., de Jong, T., Andriessen, J. & Goodyear, P. (2000). New technologies. In: P.R.J. Simons, J.L. van der Linden & T.M. Duffy (Eds.), *New Learning*. Dordrecht: Kluwer.
 18. Veerman, A.L., Andriessen, J.E.B. & Kanselaar, G. (2002). Collaborative argumentation in academic education. *Instructional Science*. 30, 3, 155-186.
 19. Alamargot, D. & Andriessen, J. E. B. (2002). The "power" of text production activity in collaborative learning situations. In: P. Brna, M. Baker, K. Stenning & A. Tiberghien (Eds.), *The role of communication in learning to model* (pp.275-302). Mahwah, NJ: Erlbaum. ISBN 0-8058-4064-8
 20. Kanselaar, G. Erkens, G., Andriessen, J., Prangma, M., Veerman, A., & Jaspers, J. (2002). Designing argumentation tools for collaborative learning. In: P. A. Kirschner, S. J. Buckingham-Shum & C. S. Carr (Eds.), *Visualising argumentation: Software Tools for Collaborative and Educational Sense-making* (pp. 51-73). London: Springer. ISBN 1-85233-6641-1
 21. Erkens, G., Andriessen, J. E. B. & Peters, N. (2003). Interaction and performance in computer supported collaborative tasks. In: H. van Oostendorp (Ed.), *Cognition in a digital world* (pp. 225-251). Mahwah, NJ: Erlbaum. ISBN 08058-3506-5
 22. Andriessen, J., Baker, M., Suthers, D. (Eds., 2003), *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments*. Dordrecht: Kluwer (ISBN 1402013825).
 23. Andriessen, J., Baker, M., Suthers, D. (2003). Argumentation, Computer Support, and the Educational Context of confronting cognitions. In Andriessen, J., Baker, M., Suthers, D. (Eds.), *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments* (pp. 1-25). Dordrecht: Kluwer.
 24. Andriessen, J.E.B., Erkens, G., Peters, N., van de Laak, C. & Coirier, P., (2003). Argumentation in collaborative writing: negotiating concepts in a collective landscape. In: Andriessen, J., Baker, M., Suthers, D. (eds.), *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments* (pp. 79-115). Dordrecht: Kluwer.
 25. Munneke, L., & van Amelsvoort, M. & Andriessen, J., (2003). The role of diagrams in collaborative argumentation-based learning. *International Journal of Educational Research* 39, 113-131.
 26. Van der Puil, C., Andriessen, J. & Kanselaar, G. (2004). Exploring relational regulation in computer mediated (collaborative) learning interaction: A developmental perspective. *Cyberpsychology & Behavior*, 7, 2, 183-195.

27. Van der Puil, C. & Andriessen, J. (in press). The Collaborative relation as the Basis for Learning Interaction. In: R. Säljö (Ed.), *ICT and the transformation of learning practices*. Oxford: Pergamon/Elsevier.
28. Andriessen, J. (2006). Arguing to Learn. In: K. Sawyer (Ed.) *Handbook of the Learning Sciences* (pp.443-459). Cambridge: Cambridge University press.
29. Andriessen, J. (2006). Collaboration in Computer Conferencing. In: A. O'Donnell, C. Hmelo, & G. Erkens (Ed.) *Collaboration, Reasoning, and Technology*. Mahwah, NJ: Erlbaum.
30. Munneke, L., Andriessen, J., Kanselaar, G., & Kirschner, P. (2006). Discussing a wicked problem in a computer-supported collaborative learning environment. In: G. Clarebout & J. Elen (Eds.), *Avoiding simplicity, confronting complexity. Advances in studying and designing (computer-based) powerful learning environments* (pp. 197-208). Rotterdam: Sense Publishers
31. Van Amelsvoort, M., Andriessen, J., & Kanselaar, G. (2007). Representational tools in computer-supported argumentation-based learning: How dyads work with constructed and inspected argumentative diagrams. *The Journal of the Learning Sciences*, 16, 4, 485-522.
32. Baker, M., Andriessen, J., Lund, K., van Amelsvoort, M., & Quignard, M. (2007). Rainbow: a framework for analyzing computer-mediated pedagogical debates. *International Journal of Computer Supported Collaborative Learning*, 2, 315-357.
33. Munneke, L., Andriessen, J., Kanselaar, G., & Kirschner, P. (2007). Supporting interactive argumentation: influence of representational tools on discussing a wicked problem. *Computers in Human Behavior*, 23, 1072-1088.
34. Van Amelsvoort, M., Andriessen, J., & Kanselaar, G. (2008). How students structure and relate argumentative knowledge when learning together with diagrams. *Computers in Human Behavior*, 24, 3, 1293-1313.
35. Wegerif, R., Boero, P., Andriessen, J. & Forman, E. (2009). A dialogue on dialogue and its place within education. In B. Schwarz, T. Dreyfuss, & R. Hershkowitz (Eds.) *Transformation of knowledge through classroom interaction* (pp. 184-200). London: Routledge.
36. Andriessen, J. E. B. & Schwarz, B. B. (2009). Argumentative design. In N. Muller-Mirza & A.-N. Perret-Clermont (eds.) *Argumentation and Education: Theoretical foundations and practices* (pp. 145-176). Dordrecht: Springer.
37. Andriessen, J. E. B. (2009). Argumentation in higher Education: Examples of actual practices with Argumentation Tools. In N. Muller-Mirza & A.-N. Perret-Clermont (eds.) *Argumentation and Education: Theoretical foundations and practices* (pp. 195-214). Dordrecht: Springer.
38. Damsa, C. I., Kirschner, P. A., Andriessen, J. E. B., Erkens, G., Sins, P. H. M. (2010). Shared epistemic agency - An empirical study of an emergent construct. *Journal of the Learning Sciences*, 19 (2), 143 - 186.
39. Andriessen, J., Baker, M. & van der Puil, C. (2011). Socio-cognitive tensions in collaborative working relations. In S. Ludvigsen, A. Lund, I.

- Rasmussen, & R. Saljo (Eds.) Learning across sites: new tools, infrastructures and practices (pp. 222-242). Routledge.
40. Damsa, C. & Andriessen, J. (2012). Shared Epistemic Agency for knowledge creation: an explorative case study. In A. Moen, A. I. Morch & S. Paavola (Eds.) Collaborative Knowledge Creation: practices, tools and concepts (pp. 203-218). Rotterdam: Sense Publishers.
 41. Sins, P. & Andriessen, J. (2012). Working with knowledge communities as a context for developing knowledge practices. In A. Moen, A. I. Morch & S. Paavola (Eds.) Collaborative Knowledge Creation: practices, tools and concepts (pp. 233-248). Rotterdam: Sense Publishers.
 42. Baker, M., Andriessen, J. & Järvelä, S. (2013). Introduction: visions of learning together. In M. Baker, J. Andriessen & S. Järvelä (Eds.) Affective Learning Together: Social and emotional dimensions of collaborative learning (pp.1-30). London: Routledge.
 43. Damsa, C., Ludvigsen, S. & Andriessen, J. (2013). Knowledge co-construction – epistemic consensus or relational assent? In M. Baker, J. Andriessen & S. Järvelä (Eds.) Affective Learning Together: Social and emotional dimensions of collaborative learning (pp. 97-119). London: Routledge.
 44. Andriessen, J., Baker, M. & Pardijs, M. (2013). Getting on and getting along: tensions in the development of collaborations. In M. Baker, J. Andriessen & S. Järvelä (Eds.) Affective Learning Together: Social and emotional dimensions of collaborative learning (pp. 205-230). London: Routledge.
 45. Andriessen, J. & Baker, M. (2013). Argument Diagrams and Learning: Cognitive and Educational perspectives. In G. Schraw, M. McCrudden, & D. Robinson (Eds.) Learning through Visual Displays (pp. 329-356). Charlotte, NC: Information Age Publishing.
 46. Andriessen, J. & Baker, M. (2014). Arguing to Learn. In: K. Sawyer (Ed.) Handbook of the Learning Sciences, second edition (pp.439-460). Cambridge: Cambridge University press.
 47. Hogan, M. J., Johnston, H., Broome, B., McMoreland, C., Walsh, J., Smale, B., Duggan, J., Andriessen, J., Leyden, K., Domegan, C., McHugh, P., Hogan, V., Harney, O., Groarke, J., Noone, C., Groarke, A. (2014). Consulting with Citizens in the Design of Wellbeing Measures and Policies: Lessons from a Systems Science Application. *Social Indicators Research*, 1-21.
 48. Overdijk, M., van Diggelen, W., Andriessen, J., & Kirschner, P. A. (2014). How to bring a technical artifact into use: A micro-developmental perspective. *International Journal of Computer-Supported Collaborative Learning*, 9, 3, 283-303.

Conference Contributions

1. Andriessen, J.E.B., & Dijkstra, A.F. (1986, april). Het samenspel van herhaling, associatie en frequentie in 'geprimede' lexicale decisie. Negende Minisymposium over lezen, Nijmegen.
2. Andriessen, J.E.B. (1987, april). Computerondersteuning van het schrijfproces. Workshop van de OTG Onderwijsleerprocessen, Utrecht.
3. Andriessen, J.E.B., & Erkens, G. (1987, may). Cognitive simulation of story coherence for computer coaching of text production. Third International Conference on Artificial Intelligence and Education, LRDC, Pittsburgh.
4. Andriessen, J.E.B. (1987, september). Monitoring of story-coherence during writing by computer. Second European Conference for Research on Learning and Instruction, Tübingen.
5. Andriessen, J.E.B. (1988, april). The story construction process: perspectives for intelligent tutoring. AERA conference, New Orleans.
6. Andriessen, J.E.B. (1988, may). Computerondersteunde productie van coherente tekst. Onderwijs Research Dagen, Leuven.
7. Kanselaar, G., Andriessen, J.E.B., Barnard, Y.F. & Erkens, G. (1988, june). Some issues on interaction in cooperative ITS. OTG Onderwijsleerprocessen, TH Twente.
8. Andriessen, J.E.B. (1988, december). Evaluation and revision of problems with text-coherence during story construction. First EARLI-SIG Workshop on Writing, Padova.
9. Andriessen, J.E.B., & Boonman, J.H. (1989, september). Children's reflection on text-coherence during reading and writing. Third European Conference for Research on Learning and Instruction, Madrid.
10. Barnard, Y.F., Andriessen, J.E.B., Bläcker, T. & Erkens, G. (1989, september). Fostering reflection on organizational functions of text segments during expository paper composition. Third European Conference for Research on Learning and Instruction, Madrid.
11. Erkens, G., Giezeman, M., & Andriessen, J.E.B. (1990, may). Menu-gestuurde Interfacing voor Intelligente Onderwijs-systemen. Symposium "Intelligente onderwijssystemen", Onderwijsresearchdagen, Nijmegen.
12. Andriessen, J.E.B. (1991, january). Principles for coherent text construction by 10-12 year old children. Second EARLI-SIG Workshop on Writing, Paris.
13. Andriessen, J.E.B., & Boonman, J.H. (1991, august). Student's strategies for reflection on text-coherence during reading and writing. Fourth European Conference for Research on Learning and Instruction, Turku.
14. Andriessen, J.E.B. (1992, april). Minimale strategieën voor coherente tekstproductie. Invited talk, Nijmeegs Instituut voor Cognitiewetenschap, Nijmegen.
15. Andriessen, J.E.B. (1992, june). Minimal strategies for coherent text production. Second Meeting of the Society for Text and Discourse, San Diego.
16. Andriessen, J.E.B. (1992, october). Role of representations in reading and writing. Third meeting of the European Writing SIG, Freiburg.

17. Andriessen, J.E.B. (1992, november). Stratégies minimales pour la production des textes cohérents. Invited talk, colloque sur la Production des Textes, Université de Poitiers.
18. Erkens, G. & Andriessen, J.E.B. (1992, december). Cooperative Interaction in Intelligent Educational Systems. Symposium on Intelligent Tutoring Systems, International Congress Social Science Information Technology (org. G. Kanselaar), Amsterdam.
19. Andriessen, J.E.B. (1993, july). Development of strategies for producing coherent text by 10-12 year old children: From minimal and local to beginning reflective. Symposium "Cohesion and Coherence in discourse production: Comparison of different approaches in studying discourse organization" (org. E.Espéret & J. Rondal). 12th meeting of ISSBD, Recife, Brazil.
20. Andriessen, J.E.B. (1993, september). Production of unseen text by young writers. Symposium "Translating representation into writing text" (org. A.Piolat). 5th EARLI-conference, Aix-en-Provence.
21. Roos, L., Wijnalda, A. & Andriessen, J.E.B. (1994, may). Sequentiële en hiërarchische planning bij zinsselectie in argumenterende teksten. Onderwijs-Researchdagen, Utrecht.
22. Andriessen, J.E.B. (1994, july). Minimal production of unseen text. Fourth annual meeting of the Society for Text and Discourse, Washington (DC).
23. Andriessen, J.E.B. (1994, october). Planification des textes cohérents. Poitiers.
24. Andriessen, J.E.B., Coirier, P., Roos, L., Passerault, J-M & Bert-Erboul, A. (1994, october). Sequential and hierarchical planning during sentence selection in argumentative texts. SIG Writing conference, Utrecht.
25. Andriessen, J.E.B., Erkens, G. & de Wit, M. (1995, august). Effects of pictorial and textual information on the construction of argumentative and informative texts. Symposium "Cognitive processes in the learning and teaching of argumentation skills" (org. P.Coirier & R.Oostdam). 6th EARLI conference, Nijmegen.
26. Coirier, P. & Andriessen, J.E.B. & Passerault, J.M. (1996, april). Local and Global Planning in selecting argumentative sentences. Symposium "Argumentation & Representation" (org. J. Andriessen & M.A. Britt), AERA Annual Meeting, New York.
27. Andriessen, J.E.B. (1996, april) . Ordinateur et Education: Perspectives communicatives. Invited talk, Poitiers, LACO.
28. Coirier, P. & Andriessen, J.E.B. (1996, may). Planification locale et globale en argumentation. Poitiers, LACO.
29. Bert-Erboul, A., Coirier, P., Passerault, J.M. & Andriessen, J. (1996, june). Planification de l'argumentation chez les enfants. XXVI International Congress of Psychology, Montreal, Canada.
30. Andriessen, J.E.B., Erkens, G., Overeem, E. & Jaspers, J. (1996, september). Using complex information in argumentation for collaborative text production. First Conference on Using Complex Information Systems (UCIS), Poitiers.
31. Andriessen, J.E.B. & Coirier, P. (1996, october). Selecting argumentative sentences: the alpha-omega paradigm. First International Workshop on Argumentative text production, Barcelona.

32. Passerault, J-M., Coirier, P., Andriessen, J.E.B. & Bert-Erboul, A. (1996, october). Local and global constraints in argumentative and narrative text production. SIG Writing Conference, Barcelona.
33. Passerault, J-M., Andriessen, J.E.B. , Coirier, P. & Bert-Erboul, A. (1996, october). Selection of arguments for text production in different situations of instruction. SIG Writing Conference, Barcelona.
34. Andriessen, J.E.B. & VandenBergh, H. (1996, october). Temporal organization of argumentative sentence selection. Presented at the symposium "Temporal Organization of writing processes: why and how", SIG Writing Conference, Barcelona.
35. Veerman, A. & Andriessen, J.E.B. (1996, december). Argumentatie in zwak gestructureerde probleemoplossingsdomeinen. VIOT-congres. Utrecht.
36. Andriessen, J.E.B. & Erkens, G. (1997, june). Dialogues in collaborative problem solving environments. Presented at the workshop "Etude des modèles de traitement langagiers et transposition dans l'interaction homme-machine". Poitiers-LACO.
37. Andriessen, J.E.B. (1997, june). Intelligente Onderwijssystemen: verleden, heden en toekomst. Studiedag Panta Rhei: Intelligente Onderwijssystemen en Virtual reality: een nieuwe kijk op leren? Utrecht.
38. Coirier, P., Andriessen, J., De Bernardi, B. & Chanquoy, L. (1997,july). Argumentative text writing: From planning to translating. Invited talk, presented at the symposium "Psychology and the study of written text production" (org. G. Rijlaarsdam & E.Esperet). European Conference of Psychology, Dublin.
39. Veerman, A. & Andriessen, J.E.B. (1997, july). Question asking to support critical argumentation. Presented at the 7th meeting of the Society for Text & Discourse, Utrecht.
40. Andriessen, J.E.B. & Coirier, P. (1997,july). Principles for selecting argumentative sentences. Presented at the 7th meeting of the Society for Text & Discourse, Utrecht.
41. Sandberg, J.A.C. & Andriessen, J.E.B. (1997, august). Where is AI and how about education? Presented at the 8th AI&ED '97. Kobe, Japan.
42. Andriessen, J., Coirier, P., De Bernardi, B. & Chanquoy, L. (1997, august). Argumentative text writing: From planning to translating. Invited talk, presented at the symposium "Psychology and the study of written text production" (org. G. Rijlaarsdam & E.Esperet), EARLI conference, Athens.
43. Veerman, A.L. & Andriessen, J.E.B. (1997, august). Academic learning and writing through the use of educational technology. Presented at the Symposium "Academic Writing" (org. A. Bjork), EARLI conference, Athens.
44. Veerman, A.L. & Andriessen, J.E.B. (1997, august). Computer supported learning through argumentation in higher education. Presented at the Symposium "Argumentative Text processing" (org. P.Coirier & J. Andriessen), EARLI conference, Athens.
45. Passerault, J.M., Coirier, P. & Andriessen, J. (1997, august). Planning components in writing argumentative text. Presented at the Symposium "Argumentative Text processing" (org. P.Coirier & J. Andriessen), EARLI conference, Athens.

46. Andriessen, J.E.B. & Veerman, A.L. (1997, september). [Academic learning and writing through the use of educational technology](#). Presented at the second international conference "Teaching and Learning Argument". Middlesex University, London.
47. Veerman, A.L. & Andriessen, J.E.B. (1997, september). [Argumentative text production in electronic environments](#). Presented at the conference 'Writing the future', Brighton.
48. Andriessen, J.E.B. (1997, oktober). Intelligente Leersystemen, invited talk, Het Nationale Onderwijscongres. Rotterdam.
49. Veerman, A., Andriessen, J. Kanselaar, G. & Treasure-Jones, T. (1998, may). [Software voor ondersteuning van argumentatie tijdens samenwerkend probleemoplossen](#). Gepresenteerd op de 25e Onderwijs Research Dagen (ORD), faculteit der Toegepaste Onderwijskunde, Universiteit Twente.
50. Y. Claasen, G. Ball, J. Andriessen & G. Kanselaar (1998, may). [CMC in de praktijk van het hoger onderwijs](#). Gepresenteerd op de 25e Onderwijs Research Dagen (ORD), faculteit der Toegepaste Onderwijskunde, Universiteit Twente.
51. Coirier, P., Andriessen, J.E.B. & Chanquoy, L. (1998, june). From planning to translating, the specificity of argumentative writing. Presented at [the second International Workshop on Argumentative Text Processing](#), Poitiers.
52. Alamargot, D., Favart, M., Coirier, P., Passerault, J-M., & Andriessen, J.E.B. (1998, july), [Argumentative text: Planning and Translating](#). S.I.G. [Writing](#) Conference, Poitiers.
53. Kanselaar, G., Veerman, A.L., Andriessen, J.E.B. & Treasure-Jones, T. (1998). Software for Argumentation and Writing. Beijing, China.
54. Andriessen, J.E.B. (1998, december). [Didactische uitgangspunten van leren via het WWW..](#), invited talk, [Web-CT symposium](#), Utrecht.
55. Veerman, A., & Andriessen, J.E.B., & Kanselaar, G. (1999, march). [Constructive Discussions in virtual environments.. CALL99](#), The Institute of Education, London (best presentation award).
56. Koedijk, M., van Oostendorp, H., Verbeek, M. & Andriessen, J.E.B. (1999, april). The adjusted cognitive walkthrough, a change for the better? Annual Conference of the Ergonomics Society, University of Leicester.
57. Andriessen, J.E.B. (1999, april). [Collaborative Learning with computers](#), invited talk, conference "[Communicative Interaction in learning to Model in Mathematics and Science](#)". Ajaccio, Corsica.
58. Andriessen, J.E.B. (1999, june). *Samenwerkend Teleleren in het Hoger Onderwijs*. Openingslezing, Studiedag Letteren Onderwijs en Computers (SLOC III). Vrije Universiteit Amsterdam.
59. Andriessen, J.E.B., Veerman, A., & Kanselaar, G. (1999, july). [Learning through computer-mediated collaborative argumentation](#). Presented at the [workshop](#): Analysing Educational Dialogue Interaction: Towards Models that Support Learning , [AI & Education](#), Le Mans.
60. Veerman, A. & Andriessen, J.E.B. (1999, august). Computer mediated discussions through graphically structured interaction. Presented at the [symposium](#): Computer-mediated argumentation for collaborative learning (A. Veerman & E. de Vries, org.). [EARLI conference](#), Goteborg.

61. Kanselaar, G., Erkens, G., Andriessen, J. & Veerman, A. (1999, august). The effects of different environments for computer mediated communication on discussion and argumentation. Presented at the symposium "Comparing systems of computer supported collaborative learning" (R.J. Simons, org.). EARLI conference, Goteborg.
62. Andriessen, J. (1999, october). Les aides technologiques dans le systeme scolaire: nouvelles didactiques ou du neuf avec du vieux? [Invited presentation](#), Conférences de l'IUFM, Niort.
63. Coirier, P. & Andriessen, J.E.B. (1999, november). Contraintes pragmatiques et constituant minimaux d'un texte argumentatif élaboré: une approche fonctionnelle. Colloque sur Le processus de rédaction (coopérative): des situations d'apprentissage aux situations professionnelles. GRIC, Lyon.
64. Veerman, A. & Andriessen, J.E.B., & Kanselaar, G. (1999, december). Collaborative Learning through Computer-Mediated Argumentation. [CSCL](#), Stanford University.
65. Munneke, L. & Andriessen, J.E.B. (2000, september). [Learning through collaboratively writing an argumentative text](#). Presented at the third International Workshop on Argumentative Text Processing, [EARLI-SIG writing conference](#), Verona, Italy.
66. van der Puil, C., Andriessen, J. & Kanselaar, G. (2001, june). Regulatie van kennisconstructie bij samenwerkend schrijven in elektronische omgevingen. Onderwijsresearchdagen Amsterdam University.
67. Andriessen, J. (2001, july). Negotiation in collaborative writing: a case of revision? Presented at the workshop "Receuil, analyse et interpretation des protocoles verbaux pour l'etude de l'activite de revision". CNRS, Ecole thematique, Production de textes et processus de revision: methodes et analyses en temps reel. Poitiers, Maison des Sciences de l'Homme et de la Societe.
68. Kanselaar, G., Andriessen J., et al. (2001, august). Coordination and regulation in four different CSCL-environments. Presented at the symposium "Computer mediated cooperative learning" (F. Fischer & . Mandl, org), 9th [EARLI](#) conference, Fribourg, Switzerland.
69. Andriessen, J., Erkens, G., van de Laak, C. & Peters, N. (2001, august). Argumentation in collaborative writing: Negotating concepts in a collective landscape. [Presented](#) at the symposium "Construction of knowledge and argumentation (B. Schwarz & J. Andriessen, org), 9th EARLI conference, Fribourg, Switzerland.
70. Andriessen, J. & Coirier, P. (2001, august). Foundations of argumentative text processing. Expert [presentation](#), 9th EARLI conference, Fribourg, Switzerland.
71. Van der Puil, C. & Andriessen, J. (2002, january). [Supporting the development of a working relation in a synchronous electronic collaborative writing environment](#). Paper for the workshop Designing Computational Models of Collaborative Learning Interaction. CSCL 2002, Boulder, CO.
72. Andriessen, J., Munneke, L. & van Amelsvoort, M. (2002, July). Preparing, sharing, and transforming knowledge in Computer Supported Collaborative Writing. Presented at Writing 02, Staffordshire University, Stafford, UK.

73. Van Amelsvoort, M. & Andriessen, J. (2002, August). The role of graphs in computer supported collaborative argumentation. Presented at the scientific meeting on Multimedia Comprehension, organised by the EARLI-SIG Comprehension of Verbal and Pictorial Information. MSHS, Poitiers, France.
74. Perret-Clermont, A-N., Kent, A., Schwarz, B. B., Andriessen, J., Muller, N., de Groot, R., & Saljo, R. (2002, November). DUNES - DIALOGIC AND ARGUMENTATIVE NEGOTIATION EDUCATIONAL SOFTWARE. ICTE, Badajoz, Spain.
75. van Amelsvoort, M., Munneke, L., Andriessen, J. & Kanselaar, G. (2002, November). Discussion and collaborative argumentative writing: co-working in a space of debate. ICTE, Badajoz, Spain.
76. Saeedi, M., Corbel-Bourgeat, A., Baker, M., Andriessen, J., Marttunen, M., Sillince, J. & Nyisztor, N. (2002, November). SCALE: Collaborative argumentation based learning in an interactive intelligent open-based environment. ICTE, Badajoz, Spain.
77. van Diggelen, W., Overdijk, M. & Andriessen, J. (2003, mei). Three scenarios for collaborative learning: integrating group dynamics and learning concepts. Onderwijsresearchdagen, Kerkrade.
78. Alamargot, D., Andriessen, J. & Galbraith, D. (2003, may). [Knowledge Acquisition during Collaborative Writing of Argumentative Text: Effect of individual differences in the personality of writers](#). CATTW / ACPRTS 2003 Dalhousie University. Halifax, Canada.
79. Andriessen, J., Erkens, G., van Diggelen, W. & Overdijk, M. (2003, june). How to discuss a text in class: Transmission, sharing, and negotiating. Workshop presented at CSCL, Bergen, Norway.
80. van Amelsvoort, M. & Andriessen, J. (2003, june). [Comparing graphical and textual preparation tools for collaborative argumentation-based learning](#). Presented at CSCL 2003, Bergen, Norway.
81. van der Puil, C., Andriessen, J. & Kanselaar, G. (2003, june). Structuring Chat Interaction in Collaborative Writing Tasks. [Poster](#) at CSCL 2003, Bergen, Norway.
82. Andriessen, J. (2003, june). On using Graphical Representations for broadening and deepening understanding of the space of debate. Presented at the panel at CSCL 2003: Designing CSCL environments for broadening and deepening understanding of the space of debate (B. Schwarz, org.). Bergen, Norway.
83. Andriessen, J. & van Amelsvoort, M. (2003, june). [Comparing graphical and textual preparation tools for collaborative argumentation-based learning](#). Thirteenth Annual Meeting of the Society for Text and Discourse. Madrid, Spain.
84. van der Puil, C., Andriessen, J. (2003, august). Supporting social and task regulation of learning interaction in collaborative writing tasks. Presented at the symposium LEARNING AND UNDERSTANDING IN VIRTUAL TEAMS (P. Kirschner & J. Kessels, org), EARLI conference, Padova, Italy.
85. van de Laak, C. & Andriessen, J. (2003, august). Negotiating about conceptual information during computer supported collaborative writing. Poster presented at the EARLI conference, Padova, Italy.

86. van Amelsvoort, M. & Andriessen, J. (2003, august). Collaborative argumentation-based learning: Quality of interactions and tool use. Presented at the EARLI conference, Padova, Italy.
87. Andriessen, J. (2003, august). Computer environments for scaffolding student investment in collaborative writing. SIG Invited Expert Panel: Fostering student involvement in writing (L. Allal, org.). EARLI conference, Padova, Italy.
88. Munneke, L., Andriessen, J. & Kanselaar, G. (2003, august). Quality of collaborative interactions in different CSCL-environments. Presented at the EARLI conference, Padova, Italy.
89. Andriessen, J. (2003, October). Travail collaboratif : vision d'un chercheur. Presented at the seminar : Accompagnateur-tuteur dans un dispositif de Formation à distance. École des Mines, Albi.
90. Alamargot, D., Galbraith, D. & Andriessen, J. (2004, February). Ecriture collaborative et contrôle interindividuel : Exemple de la rédaction d'un texte argumentative à partir de sources documentaires. Colloque International « Interactions asymétriques. Communications privées, institutionnelles et médiatiques » Université de Laval – CIRAL, Québec, Canada.
91. Van Diggelen, W., Overdijk, M. & Andriessen, J. (2004, May). Constructing an argumentative map together: organizing principles and their application. [Symposium](#) Sociale Processen bij Computerondersteund samenwerkend Leren (G. Erkens, org.). Onderwijsresearchdagen, Utrecht.
92. Van Amelsvoort, M. & Andriessen, J. (2004, May). Is de toon gezet? Hoe de start van de sociale relatie tussen twee leerlingen de inhoudelijke samenwerking bepaalt [Symposium](#) Sociale Processen bij Computerondersteund samenwerkend Leren (G. Erkens, org.). Onderwijsresearchdagen, Utrecht.
93. Andriessen, J. (2005, March). [Argumentative Graph Construction by University Students](#). Seminar, Learning Sciences Research Institute. The University of Nottingham.
94. Andriessen, J. (2005, August). Can effective collaborative learning be designed? Symposium organised at the EARLI conference, Nicosia, Cyprus.
95. Andriessen, J. (2006, March). [Ecriture collaborative, apprentissage et nouvelles technologies](#). Seminar at the University of Nice, Sophia Antipolis, Dept. Of Psychology.
96. Andriessen, J. & Baker, M. J. (2006, September). Working relations and arguing to learn in collaboration: a threat or a benefit? Presented at the workshop Learning in social practices. ICT and new artifacts - transformation of social and cultural practices, Intermedia, Oslo University.
97. Drossaert, D. & Andriessen, J. (2006, November). Onderzoek bij UNIC. Presented at the symposium "Nieuwe, nieuwere, nieuwste leren – een kwestie van smaak of van innovatie?", VOR-themaconferentie "Het kan beter-het moet beter! Onderwijs in Nederland op weg naar Lissabon 2010". Amsterdam, University of Amsterdam.
98. Andriessen, J., Damşa, C., Pardijs, M., & Sins, P. (2007, February). Teacher support of collaborative discussions. Presented at the

- Jerusalem Workshop on Guided Construction of Knowledge, ISF & Hebrew University of Jerusalem, Israel.
99. Andriessen, J. & Schwarz, B. (2007, July). The third metaphor for Learning? Preconference event, CSCL2007, Rutgers University, New Brunswick.
 100. Andriessen, J., Sins, P.H.M. and Damşa, C. (2007, July). Analysis of a dialogical activity by collaborative social scientists: was new knowledge created? Presented at Third Metaphor for Learning (Andriessen, J. & Schwarz, B., eds.). Pre-symposium event at CSCL 2007, New Brunswick, NJ, USA. July 16.
 101. Ligorio, B., & Andriessen, J. (2007, august). Computer support for face-to-face collaborative problem solving. Symposium, EARLI conference, Budapest.
 102. Andriessen, J., & Baker, M. (2007, august). Socio-cognitive tension and relaxation: an analysis of the maintenance of a collaborative working relation in multi-channel computer-supported problem-solving. Presented at the symposium: Online reflective dialogues: Integrating social and cognitive dimensions (B. Schwarz & R. Wegerif, org). EARLI conference, Budapest.
 103. Damşa, C., Andriessen, J., Sins, P., Erkens, G., & Kirschner, P. (2007, August). Assessing the development of epistemic agency of students in higher education: an explorative case study. Presented at the symposium: Fostering agency and knowledge creation: cases from higher education (H. Muukkonen, org.). EARLI conference, Budapest.
 104. Damşa, C., Sins, P.H.M., Andriessen, J., Erkens, G. & Kirschner, P. (2007, September). Assessing the development of students' shared epistemic agency of students in higher education: an explorative case study. Paper presented at the FISCAR, Helsinki, Finland.
 105. Sins, P., Damşa, C., Pardijs, M., Andriessen, J., Schouwstra, M., & Veerman, A. (2007, November). Het nieuwe leren onder de loep: Een voorbeeld van een succesvolle integratie van concept, theorie en praktijk. Conferentie Bruggen Bouwen 6: Leerzinwekkend, Universiteit Utrecht.
 106. Allert, H., Jadin, T., Richter, C., Andriessen, J., Damsa, C., & Sins, P. (2008, June). Advancing collaborative practices in the scientific community: creating innovative formats for conferencing. Workshop presented at the International Conference of the Learning Sciences, Utrecht, the Netherlands.
 107. Ilomäki, L., Paavola, S., Richter, C., Mørch, A., Kosonen, K., Lakkala, M., Andriessen, J., Damsa, C., Pardijs, M., Sins, P., Karlgren, K., Dahlström, A., Ponzer, S. (2008, June). Developing and applying design principles for knowledge creation practices. Symposium presented at the International Conference of the Learning Sciences, Utrecht, the Netherlands.
 108. Damsa, C., Andriessen, J., Erkens, G., & Kirschner, P. (2008, June). Is it mine, is it yours? It is ours. Shared epistemic agency in collaborative research activities. International Conference of the Learning Sciences, Utrecht, the Netherlands.
 109. Andriessen, J., Damsa, C., Pardijs, M., & Sins, P. (2008, June). From design principles to educational practices: a project in secondary

- education. International Conference of the Learning Sciences, Utrecht, the Netherlands.
110. Damsa, C.I., Andriessen, J.E.B., Erkens, G. & Kirschner, P.A. (2008, July). Shared epistemic agency in collaborative research activities. Paper presented at the Conference of Junior Researchers of the European Research Association of Learning and Instruction: Leuven, Belgium.
 111. Sins, P., Andriessen, J., & Damsa, C. (2008, August). Working within innovative knowledge communities as a context for transforming pedagogical practices. In S. Paavola & K. Hakkarainen. Investigating Emerging Technology-Mediated Knowledge. Symposium at the International Conference of the International Society for Cultural and Activity Research. San Diego, USA
 112. Andriessen, J. (2008, October). KP-Lab, analysing triological learning and knowledge practices, a research coordinator's perspective. Presented at the symposium CSCL Analyses : Foundations and methods, October 17, 2008 : ICAR Research lab. Lyon.
 113. Andriessen, J. (2008, November). On the complexity of analysing knowledge building interactions - the case of the KP-Lab project. Invited talk, Laboratoire des Sciences de l'Education, Université Pierre-Mendès-France, Grenoble.
 114. Andriessen, J. (2008, December). Argumentation, Tension/relaxation en chat médiatisé par ordinateur en situation d'apprentissage. Invited talk, ICAR Lyon.
 115. Baker, M. & Andriessen, J. (2008, December). Tension-relaxation in CSCL argumentation dialogue. Invited talk, ICAR Lyon.
 116. Andriessen, J. (2009, January). Management Issues for European Projects. Requirements, contracts, deliverables and the European Commission. What is a successful project? Invited talk, ICAR Lyon.
 117. Damsa, C., Kirschner, P. A., Andriessen, J., Erkens, G. (2009, April). Shared Epistemic Agency and Object-Oriented Collaboration in University Education Student Research Activities. Paper presented at the 20th Annual Meeting of the American educational research Association (AERA). San Diego, CA.
 118. Andriessen, J., Baker, M., & Pardijs, M. (2009, May). Tension-relaxation patterns in educational dialogues. Presented at the ESF SCSS Exploratory Workshop: Social, cognitive and affective dimensions of collaborative learning interactions: towards an integrated analysis — Telecom ParisTech, Paris (France), 25-27th May 2009.
 119. Sins, P.H.M. & Andriessen, J.E.B. (2009, May). WORKING WITHIN INNOVATIVE KNOWLEDGE COMMUNITIES AS A CONTEXT FOR DEVELOPING PEDAGOGICAL PRACTICES. Paper presented at the ESF SCSS exploratory workshop: social, cognitive and affective dimensions of collaborative learning interactions: toward an integrated analysis: Paris, France.
 120. Andriessen, J., Baker, M., & Lund, K. (2009, June). Tension-relaxation patterns in educational dialogues. Presented at CSCL, Rhodes, Greece,
 121. Andriessen, J. & Lund, K. (2009, August). Argumentation in practice: sharing understanding, and the knowledge creation metaphor. EARLI Conference, Amsterdam.

122. Sins, P.H.M. & Andriessen, J.E.B. (2009, August). The role of contradictions as sources for development of teachers' practices within interdisciplinary collaboration contexts. Poster presented at the biennial conference of the EARLI: Amsterdam, The Netherlands.
123. Andriessen, J. (2009, September). The KP-Lab experience: integration issues in a European project with 25 partners. Invited presentation, Journée scientifique PPF "Apprendre avec les TICE". Institut National de Recherche Pédagogique, Lyon.
124. Hmelo-Silver, C. & Andriessen, J. (org.) (2010, June). Doctoral Consortium. Conference of the Learning Sciences, Chicago.
125. Andriessen, J. (2010, September). Computers veranderden de samenleving, maar hoe zit dat met het onderwijs? Afscheidscollege, Onderwijskunde, Universiteit Utrecht.
126. Ludvigsen, S., Furberg, A., Middleton, D. & Andriessen, J. (2010, November). PhD course: Interaction Analysis: Methodological Perspectives on Learning and Communication. Intermedia, Oslo.
127. Andriessen, J., Baker, M., & Pardijs, M. (2010, December). Emotions, arguments and agency in group development: a case study. Invited presentation at the International Workshop: Argumenter pour apprendre: dimensions psychosociales de l'argumentation en sciences naturelles et sociales. Lausanne.
128. Baker, M., Andriessen, J., & Pardijs, M. (2011, September). A developmental perspective on collaborative working relations and learning. Symposium Understanding emotional dynamics in collaboration and learning (S. Järvelä & M. Baker, org). EARLI Conference, University of Exeter.
129. Andriessen, J. & Pardijs, M. (2011, November). [Een speeddate met CoFFEE](#). CLU tweedaagse, Utrecht, the Netherlands.
130. Andriessen, J. (2012, September). [The social dimension in Group Design: A case study](#). Invited lecture, summer school on Design Based Inquiry, University of Kiel.
131. Andriessen, J. (2013, August). Arguing to Learn. Presentation for the symposium Argumentation Theories and the Learning Sciences, part 2: critical argumentation. EARLI conference, München.
132. Andriessen, J. (2013, August). [Arguing for what?](#) Presentation for the symposium Different perspectives on successful collaborative learning. EARLI conference, München.
133. Andriessen, J. (2014, June). Management van EU-projecten, obstakels en mogelijkheden. Faculteit Sociale Wetenschappen, Utrecht.
134. Andriessen, J. (2014, July). Multiple goals of collaborative argumentation in education. ISSA Conference, Amsterdam.
135. Andriessen, J. (2015, March). Aanvragen en uitvoeren van EU-projecten. Utrecht: USBO.

Other Publications

1. Andriessen, J.E.B. (1985). Boekbespreking van A. Dijkstra & G. Kempen, Taal in uitvoering: Inleiding tot de psycholinguïstiek. Pedagogische Studiën, 1985
2. Andriessen, J.E.B. (1991). Boekbespreking van T. Janssen & M. Overmaat, Tekstopbouw en Stelvaardigheid. Tijdschrift voor Taalbeheersing 13, 3, 69-75.
3. Andriessen, J.E.B. (1992). Boekbespreking van M. Overmaat, Lezen en Schrijven met behulp van tekstschema's. Tijdschrift voor Taalbeheersing 14, 2, 156-159.
4. Andriessen, J.E.B. (1992). Role of representations in reading and writing. Conference proceedings of the third meeting of the European Writing SIG, Freiburg, october 1992.
5. Roos, L., Wijnalda, A. & Andriessen, J.E.B. (1994). Sequentiële en hiërarchische planning bij zinsselectie in argumenterende teksten. In: G. Kanselaar (red.) Onderwijsonderzoek in Nederland en Vlaanderen 1994. Proceedings van de Onderwijs-Researchdagen Utrecht, mei 1994, 51-52.
6. Andriessen, J.E.B., Coirier, P. & Passerault, J-M. (1994). Sequential and hierarchical planning during sentence selection in argumentative texts. In H. Van den Bergh, Th. Van der Geest, D. Janssen, G. Rijlaarsdam & S. Sengers (Eds.) Writing conferences EARLI/ECWC 1994 Abstracts. Utrecht University.
7. Andriessen, J.E.B. & Roelofs, E. (1994). De leerling: Leren. In: Roelofs, E. Van Dijk, J., Haak, E. De Haan, D., Versloot, B. & van Werkhoven, W. (Eds.) Veldboek Onderwijs & Opvoeding. Utrecht: ISOR. Pp 8-23.
8. Andriessen, J.E.B. & Dijkstra, A. (1994). Leermiddelen: de computer. In: Roelofs, E. Van Dijk, J., Haak, E. De Haan, D., Versloot, B. & van Werkhoven, W. (Eds.) Veldboek Onderwijs & Opvoeding. Utrecht: ISOR. Pp. 40-70.
9. Roelofs, E., Andriessen, J., Dijkstra, A. & Lagerweij, N. (1995). Vormgeving en optimalisering van onderwijs. In: Van Dijk, J., De Haan, D., Roelofs, E., Versloot, B. & van Werkhoven, W. (Eds.), Ontwikkelingen in Opvoeding en Onderwijs. Handboek voor het veld Onderwijs en Opvoeding. Utrecht: ISOR. ISBN 90-5187-232-1 (pp. 357-474).
10. Andriessen, J., Erkens, G. & de Wit, M. (1995). Effects of pictorial and textual information on the construction of argumentative and informative texts. In: Aarnoutse, C., de Jong, F., Lodewijks, H., Simons, R.J. & van der Aalsvoort, D. (eds.), 6th European Conference for Research on Learning and Instruction, Abstracts. Tilburg: Mesoconsult. ISBN 90-74050-14-X. (pp. 84-85).
11. Andriessen, J. (1996). Schrijven en Lezen. Kroniek van de zesde EARLI-conferentie (J. Pieters, ed.). Pedagogische Studiën 73, 1, 60-74.
12. Bert-Erboul, A., Coirier, P., Passerault, J.M. & Andriessen, J. (1996). Planification de l'argumentation chez les enfants. In: Doré, F.Y. (Ed.): Abstracts of the XXVI International Congress of Psychology, Montreal,

- Canada. International Journal of Psychology 31, 3-4, pp. 153. ISSN 0020-7594.
13. Sandberg, J.A.C. & Andriessen, J.E.B. (1997). Where is AI and how about Education? In: B. du Boulay & R. Mizoguchi (eds.), Artificial Intelligence in Education: Knowledge and media in Learning Systems. Amsterdam: IOS Press, 545-552. ISBN 90 5199 353 6.
 14. Coirier, Pierre; Andriessen, Jerry; De Bernardi, Bianca & Chanquoy, Lucile (1997). Argumentative text writing: From planning to translating. In: Vosniadou, S., Matsagouras, E., Maridaki-Kassotaki, K. & Kotsanis, S., 7th European Conference for Research on Learning and Instruction: Book of Abstracts, p. 24.
 15. Andriessen, J.E.B. & Veerman, A.L. (1997). Academic learning and writing through the use of educational technology. In: Vosniadou, S., Matsagouras, E., Maridaki-Kassotaki, K. & Kotsanis, S., 7th European Conference for Research on Learning and Instruction: Book of Abstracts, p. 136.
 16. Andriessen, J.E.B. & Veerman, A.L. (1997). Computer supported learning through argumentation in higher education. In: Vosniadou, S., Matsagouras, E., Maridaki-Kassotaki, K. & Kotsanis, S., 7th European Conference for Research on Learning and Instruction: Book of Abstracts, p. 492.
 17. Passerault, J.M., Coirier, P. & Andriessen, J. (1997). Planning components in writing argumentative text. In: Vosniadou, S., Matsagouras, E., Maridaki-Kassotaki, K. & Kotsanis, S., 7th European Conference for Research on Learning and Instruction: Book of Abstracts, p. 494.
 18. Roelofs, E., Andriessen, J. & Lagerweij, N. (1997). Vormgeving en optimalisering van Onderwijs. In: B. Versloot (Ed.), Visies en disciplines in onderwijs en opvoeding. Utrecht: Lemma, p. 153-190. ISBN 90-5189-661-1.
 19. Andriessen, J. (1998). Bespreking van het proefschrift van M. Couzijn (1995): *Observation of writing and reading activities: effects on learning and transfer*. Taalbeheersing 20, 1, 76-81.
 20. Andriessen, J.E.B., Claasen, Y. & Veerman, A. (1998). Voortgangsrapport project Teleleren en Studeerbaarheid. Verslag van ervaringen met interactief telestuderen bij Onderwijskunde in de periode sept 1996 - juni 1997. [Progress report telelearning and studyability] Utrecht, capaciteitsgroep Onderwijskunde.
 21. Koedijk, M., van Oostendorp, H., Verbeek, M. & Andriessen, J.E.B. (1999). The adjusted cognitive walkthrough, a change for the better? In: M.A. Hanson, E.J. Lovesey & S.A. Robertson (eds.), Contemporary Ergonomics. London: Taylor & Francis. ISBN 0748-40872-X. pp. 412-416.
 22. Veerman, A.L., Andriessen, J.E.B. & Kanselaar, G. (1999). Collaborative learning through computer-mediated argumentation. In: C. Hoadley & J. Roschelle (Eds.), Proceedings of the third conference on Computer supported Collaborative Learning. Palo Alto: Stanford University, pp. 640-650.
 23. Alamargot, D., Favart, M., Coirier, P., Passerault, J-M. & Andriessen, J.E.B. (1999). Argumentative text: planning and translation. In: M-F.

- Crété & E. Espéret (Eds.), *Writing and learning to write at the dawn of the 21st century. Proceedings of the 1998 Writing Conference* (pp. 149-156). Poitiers: LaCo/MSHS - CNRS. ISBN 2-9513050-3-6.
24. Kanselaar, G. & Andriessen, J. (2000). *Ontwikkelingen in leertheorieën en leeromgevingen*. In: Stokking, K., Erkens, G., Versloot, B. & van Wessum, L. (Eds.), *Van onderwijs naar leren: Tussen het aanbieden van kennis en het faciliteren van leerprocessen* (pp. 89-102). Leuven/Apeldoorn: Garant. ISBN 9044110950.
 25. Coirier, P. & Andriessen, J.E.B. (2001). *Une approche fonctionnelle de la production des textes argumentatifs élaborés: une activité 'coopérante'?* In: M. M. De Gaulmyn, R. Bouchard et A. Rabatel, (Eds.), *Le processus rédactionnel. Écrire à plusieurs voix*. (pp. 265-280). Paris: L'Harmattan. ISBN 2747508838.
 26. Dankbaar, M, Oprins, E. (Eds), Andriessen, J., van Hoek, F. & Tonneman, J. (2002). *Kennismanagement: Leerprocessen organiseren in werkomgevingen*. 's Hertogenbosch: CINOP. ISBN 90-5003-366-0.
 27. Oprins, E. & Andriessen, J. (2002). *Leerprocessen bij Kennismanagement*. In: M. Dankbaar, E. Oprins (Eds), J. Andriessen, F. van Hoek & J. Tonneman (2002). *Kennismanagement: Leerprocessen organiseren in werkomgevingen* (pp. 23-50). 's Hertogenbosch: CINOP. ISBN 90-5003-366-0.
 28. Marttunen, M., van Amelsvoort, M., Andriessen, J., & Quignard M., (2002), *Test instruments for assessing the quality of students' argumentation, and results on school experiments for teaching collaborative argumentation in secondary schools*, [Deliverable 8](#), SCALE Project, IST-1999-10664.
 29. Kanselaar, G., Andriessen, J., Erkens, G., Jaspers, J., Prangma, M., & Veerman, A. (2002). *Co-construction of knowledge in computer supported collaborative argumentation (CSCA)*. In: P. Kirschner: *Three Worlds of CSCL: Can we support CSCL?*. Open Universiteit (pp 93-130). ISBN:90-3582-047-9.
 30. Oprins, E. & Andriessen, J. (2002). *Leerprocessen bij kennismanagement*. In: P. Schramade (ed), *Handboek Effectief Opleiden 31*, 13.9-8, 91-116. ISBN 90 6155 611 2.
 31. Andriessen, J., van Diggelen, W. & Overdijk, M. (2002). *Pedagogical Scenarios and a Description of Ontologies*. Deliverable 2.1, DUNES project, IST-2001-34153.
 32. Baker, M., Andriessen, J., Quignard, M., van Amelsvoort, M., Lund, K., Salminen, T., Litosseliti, L. & Munneke, L. (2002). *A framework for analysing pedagogically-oriented computer-mediated debates: Rainbow*. Cahier de Recherche, Research report IC-3-2002. GRIC-Université Lumière Lyon2, Équipe Interaction & Cognition.
 33. Andriessen, J., Drachman, R., de Groot, R., Schwarz, B., Kent, A., Muller-Mirza, N., Perret-Clermont, A-N., & Säljö, R. (2002). *DUNES - Dialogic and argumentative negotiation educational software. Pedagogical Realization: The Case*. In: A. Méndez Vilas, J. A. Mesa González, & I. Solo de Zaldívar Maldonado (eds.) *Educational Technology* (pp.1725-1729), ISBN 8495251760.
 34. van Amelsvoort, M. & Andriessen, J. (2003). *Comparing graphical and textual preparation tools for collaborative argumentation based learning*.

- In: B. Wasson, S. Ludvigsen & U. Hoppe (Eds.) *Designing for change in Networked Learning Environments. Proceedings of the International Conference on Computer support for collaborative learning 2003* (pp. 5-10). Dordrecht, Kluwer, ISBN 1402013833.
35. Andriessen, J. (2004). *Boekbespreking van Strijbos, J.-W., Kirschner, P., & Martens, R. (2004). What we know about CSCL. And about implementing it in Higher Education.* Dordrecht: Kluwer. [Surf-Edu site](#).
 36. Diggelen, W. van, Overdijk, M., & Andriessen, J.E.B. (2005). Computer mediated and face-to-face interactions: Implications for intelligent support. In: C. Looi, G. McCalla, B. Bredeweg and J. Breuker (Eds.), *Artificial intelligence in education: Supporting learning through intelligent and socially informed technology.* (pp. 792-794). Amsterdam: IOS Press.
 37. Overdijk, M., Diggelen, W. van & Andriessen, J.E.B. (2005). The structuration of group interaction and its effects on the co-construction of knowledge. In: C.P. Constantinou, D. Demetriou and A. Evagorou (Eds.), *Integrating multiple perspectives on effective learning environments: Proceedings of the 11th biennial earli conference* (pp. 167-168). Nicosia, Cyprus: University of Cyprus.
 38. Diggelen, W. van, Overdijk, M., & Andriessen, J.E.B. (2005). Collaborative learning with the support of computers: Grounded design, structuration theory and the appropriation of the structural features of the tool. In: C.P. Constantinou, D. Demetriou and A. Evagorou (Eds.), *Integrating multiple perspectives on effective learning environments: Proceedings of the 11th biennial EarliConference* (pp. 562-563). Nicosia, Cyprus: University of Cyprus.
 39. Diggelen, W. van, Overdijk, M., & Andriessen, J.E.B. (2005). A student centered design of collaborative learning: Grounded design, structuration theory, mediated activities and the appropriation of tools. In: C.P. Constantinou, D. Demetriou and A. Evagorou (Eds.), *Integrating multiple perspectives on effective learning environments: Proceedings of the 11th biennial Earli conference.* Nicosia, Cyprus: University of Cyprus.
 40. Veen, J., Veerman, A., & Andriessen, J. (2007). *Samenwerkend Leren door kennisobjecten.* Onderwijsinnovatie.
 41. Damsa, C.I., Andriessen, J.E.B., Sins, P.H.M., Erkens, G. & Kirschner, P.A. (2007). Assessing the development of shared epistemic agency by students in higher education: an explorative case study. In Raitso, F., Kosonen, K. Toivianen, H. (Ed.), *Proceedings of the 3th Finnish Conference on Cultural and Activity Research (FISCAR)* (pp. 82-82). Finland: University of Helsinki.
 42. Damsa, C.I., Andriessen, J.E.B., Sins, P.H.M., Erkens, G. & Kirschner, P.A. (2007). Assessing the development of epistemic agency of students in higher education: an explorative case study. In Csikos, C. Csapo, B. (Ed.), *Proceedings of the 12th conference of the European Association for Research on Learning and Instruction (EARLI): Fostering agency and knowledge creation: cases from higher education.* (pp.178), (pp. 178-178). Budapest, Hungary: Graduate School of Education, University of Szeged, Faculty of Arts.
 43. Liisa Ilomäki, Sami Paavola, Christoph Richter, Anders Mørch, Kari Kosonen, Minna Lakkala, Jerry Andriessen, Crina Damsa, Mirjam Pardijs, Patrick Sins, Klas Karlgren, Anders Dahlström, Sari Ponzer

- (2008). Developing and applying design principles for knowledge creation practices. ICLS'08: Proceedings of the 8th international conference for the learning sciences – Volume 3.
44. Andriessen, J.E.B., Damsa, C.I., Pardijs, M. & Sins, P.H.M. (2008). From design principles to educational practices: a project in secondary education. In V. Jonker, P.A. Kirschner, F.J. Prins & G. Kanselaar (Eds.), *International Perspectives in the Learning Sciences: Creating a Learning World. Proceedings of the Eighth International Conference for the Learning Sciences - {ICLS} 2008* (pp. 262-264). Lulu.
 45. Pardijs, M., Andriessen, J., & Veerman, A. (2008). Onderzoek en praktijk, samen verantwoordelijk voor onderwijs. *Van twaalf tot achttien*, 8, 34- 44
 46. Engestrom, R., Hakkarainen, K., Paavola, S., Toiviainen, H., Ilomaki, L., Lakkala, M., Sinko, M., Morch, A., Ludvigsen, S., Moen, A., Allert, H., Richter, C., Andriessen, J.E.B., Sins, P.H.M. & Kotzinos, D.A. (2009). D3.2.2.: A comprehensive research strategy.
 47. Damsa, C.I., Kirschner, P.A., Erkens, G. & Andriessen, J.E.B. (2009, May). Epistemisch handelen in objectgeoriënteerde samenwerking van studenten in het hoger onderwijs. In S. Janssens (Ed.), *Onderwijs: een kwestie van emancipatie en (on)gelijkheid. Proceedings Onderwijs Research Dagen 2009* (pp. 36-37). Leuven: VOR/VFO.
 48. Richter, C., Jadin, T., Allert, H., Karlgren, K., Bauters, M., Kosonen, K., Muukkonen, H., Lakkala, M., Ilomäki, L., Paavola, S., Damsa, C.I., Moen, A., Sins, P.H.M. & Andriessen, J.E.B. (2010). *DIV.6 Report on Empirical Research*. Helsinki, Finland: University of Helsinki, Finland.

Projects

Current

ROUTE-TO-PA: Raising Open and User-friendly Transparency-Enabling Technologies for Public Administrations. (H2020-INSO-2014 SEP-210167986, req. budget €3,054,625). Researcher.

Proposal Summary: ROUTE-TO-PA is a multidisciplinary innovation project, which, by combining expertise and research in the fields of e-government, computer science, learning science and economy, is aiming at improving the impact, towards citizens and within society, of ICT-based technology platforms for transparency. ROUTE-TO-PA envisions that Information and Communication Technologies for Transparency must improve the engagement of citizens by making them able to socially interact over open data, by forming or joining existing online communities that share common interest and discuss common issues of relevance to local policy, service delivery, and regulation; moreover, ROUTE-TO-PA aims at engaging citizens to a higher degree by providing a robust and more holistic understanding of transparency, by underpinning the next generation open-data based transparency initiatives, ensuring that published data are those of value to citizens, with a personalized view in different forms to different segments of the citizens and public based on their profiles for facilitate better understanding. ROUTE-TO-PA will deliver the experimented innovative and engaging ICT platforms to ensure citizen-friendly, conscious, and effective access to open-data, by offering easy understanding of, and social collaboration on, open data offered by PAs. The objectives of Route-To-PA are: (1) develop a Social Platform for Open Data (SPOD) enabling social interactions among open data users and between open data users and government data; (2) build Transparency-Enhancing Toolset (TET) as extensions for existing major Open Data Platforms; and (3) develop a set of recommendations (GUIDE) as good practice guide for open data publishers for achieving higher quality transparency through open data. The objectives are deployed, tested and experimented in a real setting, with at least 5 pilot studies in five different European countries.

CARE: Curriculum Quality Analysis and Impact Review of European Early Childhood Education and Care (FP7- Health – 613318 – jan 2014- dec. 2017, €2,500,000). Main proposal co-author, Project Manager.

Project Summary: In line with the EU strategies for 2020 and the need for a systemic and integrated approach to Early Childhood education and Care (ECEC), the present Call SSH.2013.2-2 identifies eight key issues and questions for which effective policy measures and instruments should be developed. They concern assessing the impact of ECEC, optimizing quality and curricula for ECEC to increase effectiveness, raising the professional competencies of staff, monitoring and assuring quality of ECEC, increasing the inclusiveness of ECEC, in particular for socioeconomically disadvantaged children, funding of ECEC, and the need for innovative European indicators of children's wellbeing. The proposed project will address these issues in an integrative way by combining state-of-the-art knowledge of factors determining personal, social and economic benefits of ECEC with knowledge of the mechanisms determining access to and use of ECEC. In developing a European knowledge base for ECEC, we will add to the existing knowledge in two ways. First, we will include recent and ongoing ECEC research from several European countries. Second, we will include the perspectives of important stakeholders and integrate cultural beliefs and values. The central aim is to develop an evidence-based and culture-sensitive framework of (a) Developmental goals, quality assessment, curriculum approaches and policy measures for improving the quality and effectiveness of ECEC; and (b) Effective strategies of organizing, funding and governing ECEC that increase the impact of ECEC. Our interdisciplinary research team will construct this framework, based on the competencies and skills that young children need to develop in current societies, identify the conditions that have to be fulfilled to promote child development and wellbeing, and identify strategies and policy measures that support access to high quality provisions, and likely to receive broad support of stakeholders, thereby enhancing the impact of ECEC.

Completed

Leren Denken: bijdragen aan het excellentieprogramma op het Amstelveencollege. (2013-2014, budget €2,500). {Contributions to the excellence program “Learning to Think”} Teacher & Researcher.

Project Summary: As a part of the lesson series for talented pupils (3rd grade) on “Learning to Think”, we introduced students to collaborative argumentation. We tried to link this to learning to think, and underlined its importance, its collaborative nature and the necessity of being interested in what the others have to say. We also introduced CoFFEE, and students had two sessions with the tool.

Wij en de wereld: Workshops film and collaboration for primary school students (10-13) (After-school education budget €8000). Teacher & Researcher.

MEO: Mondriaan Expertisecentrum Ondernemerschap, (ONO-subsidie, Onderwijsnetwerk Ondernemerschap, Ministeries van OCW en EZ; januari 2011-februari 2012, budget €200,000) {Expertisecenter on Entrepreneurship for middle level (15-20) vocational education}. Evaluator.

Tempest: Temptations to eat Moderated by Personal and Environmental Self-Regulatory Tools (FP7- Health 223488, Feb. 2009- Jan. 2013, req. budget €2,404,118). Project Manager

Project summary: The primary aim of the TEMPEST project is to investigate to what extent the improvement of self-regulatory competence will allow children and adolescents to deal with unhealthy temptations in their environment. This approach places young individuals centre stage, thereby taking an alternative approach from traditional prevention programmes which are generally aimed at making unhealthy temptations in the environment less available. Such environmental interventions for regulating health behaviour at a population level (e.g., by employing financial and non-financial incentive schemes such as pricing of foods or banning products) hold great promise for a public health approach to the problem of overweight in youth, but so far they have had only modest success. The present project argues that positive effects of such environmental approaches are contingent upon how young people respond to such encouragements for altering their behaviour.

Handover: Improving the Continuity of Patient Care Through Identification and Implementation of Novel Patient Handover Processes in Europe. (FP7- HEALTH-F2-2008-223409; sep.2008-2011, budget €2,623,200). Project Manager.

Project summary: Poor continuity of clinical care (with multiple provider involvement), either at a patient's referral to a hospital by a primary care specialist or at a patient's discharge from the hospital (further jointly referred to as 'handoff'), is a critical aspect of a patient's care. Incomplete handoffs to a secondary/tertiary care unit or discharge from hospital can lead to adverse events for patients that may ultimately lead to either life threatening situations during treatment/surgery or avoidable treatment and / or re-hospitalizations after the patient's discharge. Care transitions are especially important for vulnerable groups (i.e, the elderly and the very young), as they are for high-risk patients with multiple comorbidities. The overall objective of HANDOVER is to optimize the continuum of clinical care at the primary care hospital interface by reducing unnecessary and avoidable treatment - medical errors and loss of life, by identifying and studying best practices and creating standardized approaches to handoff communication at the primary care hospital interface, and by measuring the effectiveness of these practices in terms of costs and impact on patients

ARGUBUC: Argumenteren en Burgerschapscompetenties {Argumentation and Civil Education}, ROC Mondriaan, Innovatieregeling Kennisnet (Juni - December 2010; budget €50,000). Proposal author & Researcher.

Kaleidoscope: (FP7-507838; 2004-2009; budget €9,350,000;75 partners)

Partner

Project Summary: Kaleidoscope is a Network of Excellence, supported by the European Community under the Information Society and Media Directorate-General, Content Directorate, Learning and Cultural Heritage Unit. Kaleidoscope is the European research network shaping the scientific evolution of technology enhanced learning. It integrates the leading research teams in the field, who work collaboratively across educational, computer and social sciences to transform the quality and reach of the learning experience. Kaleidoscope fosters innovation and creativity through the development of new technologies, methodologies and concepts, defining the challenges and solutions for interdisciplinary research. Kaleidoscope's goal is to inform knowledge transfer between education, industry, and the wider society. Through its scientific programme, Kaleidoscope is helping to build a dynamic knowledge-based economy for Europe, engaging with social, economic and political stakeholders at all levels.

KP-Lab: Developing Knowledge Practices Laboratory – FP6-2004-IST-4-27490 (Feb. 2006 – Feb 2011, budget €14,241,440). Research Coordinator and Team Leader.

Project Summary: The present project, Knowledge-practices Laboratory (KP-Lab) aims at facilitating innovative practices of working with knowledge ("knowledge practices") in education and workplaces. KP-Lab presents a unifying view of human cognition based on an assumption that learning is not just individual knowledge acquisition or social interaction, but shared efforts of transforming ideas and social practices, i.e. knowledge-creation perspective. KP-Lab technology builds on emerging technologies, such as semantic web, real-time multimedia communication, ubiquitous access using wireless devices, and interorganisational computing. KP-Lab is a modular, flexible and extensible system consisting of a cluster of inter-operable applications. The user environment is a virtual shared space and set of tools that enables collaborative knowledge practises around shared knowledge artefacts. KP-Lab involves design experiments and longitudinal studies in schools, polytechnics, universities, teacher training, and professional organizations. A series of KP-Lab courses will be organized during which students will solve complex problems for real customers whether those are enterprises, public organizations, or research communities. Extended pilots involve scaling up of emerging good practices across large number of students. Prevailing practices of managing knowledge in professional organizations will be analyzed. Tools supporting reflection of interactive processes and in managing creation of knowledge and organizational transformation will be developed. KP-Lab technology will emerge through co-configuration of tools and co-evolution of practices between the participants and developers. A European multi-disciplinary research network will be established. Theories, pedagogies and technologies of KP-Lab will be disseminated across European education and workplaces. The technologies developed will be mostly based on open source technology to facilitate maximal dissemination.

LiLa: Library of Labs. Dissemination of Remote and Virtual Laboratories for Natural Sciences and Engineering – ECP-2008-EDU-428037 (May 2009 – April 2011, budget €2,000,000). Researcher.

Project Summary: In this project virtual laboratories and remote experiments (i.e. simulated experiments and experiments which are controlled remotely by computers) spread out over Europe are combined for the first time. They are reachable in an environment with central retrieval and access facilitating synchronous collaboration and user generated production. At present, virtual laboratories and remote experiments are only used by the universities that created them, and these circumstances are changing only very slowly. The situation is awkward since the benefits and potentials of virtual laboratories and remote experiments are very high: No single university can afford the development of all the virtual laboratories and remote experiments necessary to cover the whole curriculum itself; this goal can only be attained at a European level. To lay the foundations for this, the big players in virtual laboratory and remote experiment technologies unite to create the technical and organisational framework for the mutual exchange of experiments and the future affiliation of other institutions. The "Library of Labs" is a unique access to virtual laboratories, remote experiments, transfer services, know-how transfer and opportunities for cooperation open to all European countries. This is especially of benefit to those countries and institutions that don't have the financial capacities to develop virtual laboratories or to set up remote experiments themselves.

LEAD: Technology-enhanced Learning and problem-solving discussions: Networked Learning environments *in* the classroom. – IST028027 (1 Dec. 2005 – 30 Nov. 2008, budget €2,000,000). Project Coordinator.

Project summary: The LEAD project focuses on one specific type of "higher-level cognitive" learning activity, i.e. collaborative problem solving. Collaborative problem solving is an essential aspect of our

day-to-day performance in society. The ability to solve problems together is crucial for personal development, for progress in practice, and on a wider scale for the European society as a whole. In addition, when people solve problems they learn. It is therefore not surprising that problem solving as a learning activity has a long and fruitful tradition in educational practice. Often, collaborative problem solving doesn't occur naturally. Learners have to perform two tasks that are difficult to achieve: they have to solve the problem and they must collaborate. Networked- computing technologies have the potentials to provide learners with the kind of support that will improve their task performance. The LEAD project stresses that one of the most important challenges with regard to technology-enhanced learning is to develop effective networked-computing support for face-to-face problem-solving discussions. To achieve this one has to gain a deeper understanding of face-to-face and computer-mediated interactions, their interdependence, and their effects on learning and cognition. The LEAD project will enhance state-of-the-art research by studying this complex interplay within a collaborative classroom setting, an arrangement that has hardly been addressed in educational research and practice. The LEAD project blends theory-driven design of a networked learning environment with empirical educational research. This will result in the design of a Discussion Support System (DSS) with associated pedagogical scenarios for face-to-face problem solving. The DSS and scenarios will be implemented and evaluated in real-life classroom situations. The evaluation is based on a set of success criteria that address the various dimensions of technology-enhanced learning.

DUNES: Dialogic and argumentative negotiation educational software (European 5th framework, IST-2001-34153; march 2002- sep. 2004; budget €1,988,000). Team Leader.

Project Summary: DUNES goal is to design, implement and test – in a large-scale experiment – an environment for collaborative learning (CL) through electronic discussion. More specifically, DUNES will develop (1) innovative "argumentative maps" for modeling and supporting discussion among participants; (2) didactical scenarios for CL, including CL of specific topics, competitive negotiation and debates, collaborative decision-making, etc.; (3) methods of intervention by the instructor/moderator or by intelligent agents; (4) methodologies for evaluating activities with DUNES and their contribution, like (a) Quantitative measures of informal reasoning; (b) Quant. methods for evaluating products of collective work; (c) Methods for describing interactions between participants and the mediating role of the tools; (d) Ethnographic approaches for describing global aspects of argumentative activities with DUNES; and (e) Assessing the required characteristics and new role of the teacher in DUNES environments.

COLIN: La production des connaissances a Partir de Sources en Ligne: processus individuels et collaboratifs (CNRS, France, 2002-2003). Researcher.

SCALE: Internet-based intelligent tool to Support Collaborative Argumentation-based Learning in secondary schools (European 5th framework, IST 1999 10664, march 2001-2004). Team Leader.

EC-COLE: Interface design effects on coordination and regulation of collaborative writing (NWO 490-23-063d, september 2000- march 2005).

Twins: Knowledge Construction during Computer supported collaborative writing, Utrecht University Dissertation project Lisette Munneke – de Vries, (June 2000-2008).

Telematics in higher education (1996-2000). Ministerie van OC&OW.

Computer supported collaborative learning through argumentation (1996-2000). Utrecht University Dissertation project Arja Veerman.

Argumentative text processing (collaboration with Pierre Coirier, Poitiers University, 1992-2002).

Minimal principles for narrative text construction (Dissertation, 1985-1991)

Proposals (after 2010)

(In which we were involved, *: as main applicant or (co-)author, others as partner, ~ : rejected)

JOBSCOMM~: Online social community with integrated serious games and gamification components to support and train unemployed European citizens to increase their performance potential and success in finding job (H2020 - ICT-21-2014, req. Budget €3,829,520). Researcher.

Proposal Summary: JOBSCOMM aspires to change the state of the play in the area of game creation for capacity and skill building and the system of capabilities that are the focus of game-based skill development. Our core mission is to develop serious games that enhance skills appropriate especially, amongst other categories of socially and physically excluded individuals, for the long-term and the young unemployed. The integrated outcome of the project with the participation of near to market serious game focused SME partners lies in the deployment of JOBSCOMM as a non-leisure game that can be readily adapted and directly applied and marketable (via government or other sectors) to service excluded members of society. Ultimately, JOBSCOMM aspires to support disengaged and disadvantaged individuals and significantly enhance their employability and integration into society:

1. electing key capabilities appropriate to different excluded groups or individuals
2. offering pathways within the game that are contextually sensitive to different groups needs and levels, with
3. the ultimate goal of building the capabilities that were selected by users, which implies
4. engaging with the stakeholders whose needs we seek to address and
5. improving on existing serious game systems to maximize impact across multiple excluded groups.

PowWow~: A speech driven, knowledge augmented meeting assistant (H2020 - ICT-22a-2014, Req. Budget €2,962,500). Researcher.

Proposal Summary: New technologies increasingly enable natural user interfaces that engage what humans do well rather than what computers can easily interpret. Our objective is to utilize these to augment and thereby enhance meetings. We develop the PowWow system to support participants in accomplishing various goals: conveying ideas, promoting equitable interaction, keeping to an agenda, composing an artifact, profiting from the experience, enjoying the interaction, etc. Meetings are a particularly complex human enterprise with multiple participants, multifaceted goals, multi-modal communication and individual group dynamics. Rather than attempt to intelligently interpret the meeting as a human facilitator would (a vexingly difficult AI problem), we utilize pattern matching techniques to link speech-to-text output to an existing body of knowledge relevant to that meeting, exploiting participants' respective relationships to the body of knowledge (e.g., having read or authored a document, being responsible for a certain viewpoint). In later phases, we incorporate affective aspects to this approach, "emotionally tagging" the meeting as it unfolds. We present results in a real-time lightweight manner, allowing participants to make use of the results as they see fit. As PowWow is meant to be a fairly general system, we target three important real world scenarios: classroom group work, business meetings and museum debriefings. Each provides a different set of benefits and challenges to drive the iterative development of the PowWow system. Classroom group work can be tightly constrained to best exploit the system. Recurring business meetings enabling a longitudinal approach to system use and feature user-authored content. Museums provide compelling, tightly curated visual artifacts for visitors to discuss. In addition to these three everyday scenarios, we pursue one futuristic scenario: supporting a remote meeting participant traveling in a smart car to participate in a business meeting.

Lullaby~: Accessibility Solution Ensuring Full Participation to Public Services (H2020 - ICT-22b-2014, req. Budget €3,425,534). Researcher.

Proposal Summary: LULLABY addresses the accessibility of smart environments for people with disabilities (visual, hearing, motor) by developing the necessary infrastructure to enable and boost the development of interconnected and cooperating applications with interfaces that adapt according to user needs. This will be achieved by developing a complete accessibility solution that will combine user interaction technologies for multi-modal user feedback and emotion recognition with intelligent reasoning

technologies based on machine learning and user and contextual information modelling. LULLABY answers the specific topic of Multimodal and Natural computer interaction by: a. Developing the necessary infrastructure to enable applications to be coordinated and work seamlessly within a smart public space environment; b. Exploiting the combination of various technologies for emotion detection (speech, gesture, EEG) together with user and public space related contextual information; c. Targeting interaction with a variety of already available devices in public space environments without excluding future installations in them; d. Exploiting traditional interaction mechanisms such as speech and gesture along with more innovative solutions like EEG based emotion detection; e. Providing an interoperability platform for smart environments' software allowing seamless interaction and coordination of various applications running on various devices. Overall, LULLABY aims to build the foundation upon which future applications for public places (e.g. public sector office, school, hospital) will be built so that they are able to adapt and provide users with a seamless, enjoyable and responsive experience for all users.

***DIANTRE~: Digital Age Narrative Trajectories (H2020-ICT-31-2014, req. budget €2,661,750) Main proposal co-author, Researcher.**

Proposal Summary: In the Digital Age, Information and Communication Technologies (ICT) are an integral part of the life-world of almost everyone in economically developed countries across the globe. There is a need to understand this life-world in order to adapt practices, technologies and policies in a way that stimulates growth, justice and improvement in the quality of life. Although we presently know the basic statistics of ICT use across sectors of society, and have in-depth knowledge of usages in specific domains, we presently lack precise knowledge of how people experience and manage their digital lives. On the basis of an original synthesis of psychological theories, the DIANTRE project will provide rich and systematically organised qualitative knowledge of personal experiences relating to use of ICT, in the form of narratives bearing on critical incidents of ICT use, situated within persons' trajectories across time, space and social arenas (work, family, leisure). The project focusses on ethical issues in ICT-mediated social interaction, such as ethical consideration, interpersonal relationships and trust. Information will be collected by passive and active tracing of digital footprints, from use of mobile devices and desktop computers, to be visualised as trajectories annotated with activity/social arena and temporal information, on a narrative website. Users from a broad range of social categories can record new narratives, or produce them in order to give meaning to their visualised trajectories. Given that it is specifically human to have the drive towards sharing important experiences, users can discuss and further elaborate narratives, and become part of an online community, whose reflexivity will give rise to personal development of ICT-related practices. The online learning community will form the basis of a participative approach to developing policy and prospective with respect to the digital age, in collaboration with researchers and stakeholder organisations.

GAMEprime~: Gamification Adaptive Methods, game Engines, gamification Principles, Real world knowledge modelling, and Intelligent Modules for stimulating Engagement (H2020-ICT-2014-21, Req. Contribution €4 006 483). Researcher.

Proposal summary: GAMEprime is concerned with closing the gap between successful games and serious games by providing modules, methodologies, tools and principles for gamification, focusing on the prime feature of gamification - engagement and emergent gameplay. The project will create core reusable modules, methodologies, principles and tools to support the easy creation of stimulation open world games and gamified simulations that can be used for training and reasoning. The project outputs include: a theoretical model of collective diverse behaviour; principles for gamification and engagement; reusable intelligent tools for computational modelling of collective context based on analysis of Cyber Narratives with social interactions; cognitive framework of collective mind of large-multi-agents system; and a reusable module for stimulating engagement (gameplay adaptation and emergence) derived from real world data. GAMEprime outputs will be validated in a domain of extreme importance for Europe – dealing with cultural diversity in collective settings. Two demonstrators will be trialled in different collective contexts: gamified environment for corporate training in dealing with cultural diversity and gamified simulation for management of a large-scale collective diverse behaviour to support reasoning in authorities. The consortium is a unique multi-disciplinary and cross-sectorial blend of three academic institutions and eight companies providing a fruitful synergy between research and industry, pushing forward the innovation agenda. GAMEprime's innovative solutions will support digital games and serious games companies in acquiring a bigger market share in Europe and worldwide.

***PARLE~: Public Administration Reflexive Learning Environment (FP7-ICT-2013-11, Req. contribution €6,550,140). Main proposal author, researcher.**

Proposal Summary: The PARLE Integrated Project enables personnel in public administrations to improve key transversal competences (communication, critical thinking, collaborative knowledge

building, self-management) by reflexively and collaboratively creating and exploiting shared knowledge resources: “pearls” (of administrative wisdom). PARLE integrated environment thus comprises 4 tool layers: (1) communication/social networking tools, for discussing ideas, problems and solutions, including colleagues throughout Europe; (2) graphical system design and option analysis tools, for elaborating strategies/ plans and alternatives by cooperative reflexive argumentation; (3) gamification tools, increasing engagement and motivation with respect to procedures and issues; (4) semantic web tools, enabling searching and connecting multimedia Internet information. Administrators will use collaboratively created knowledge resources (pearls) through PARLE tool layers to formulate and pursue learning opportunities, the output of which will be stored as further elaborated pearls, thereby developing professional practices and key competences (learning). The PARLE tool suite enables administrators to improve internal and external collaboration/communication by reflexive self-transformation at individual, team and organisation levels, thereby appropriating performance cultures (measured by internal and research-proposed performance indicators), connected with citizen-users and public administration projects across Europe. PARLE comprises partners across 10 EU countries, including: major public administrations ensuring user needs’ satisfaction in different sectors (e.g. social services, health, agriculture) and levels (European, national, local), industrial partners with proven software development and marketing expertise to ensure impact, and academic partners with proven track records and previous collaborations, having all required expertise in psychological, organisational and computer sciences.

JobAngels~: A job placement business model of delivery incubating long-term unemployed people into work through a highly personalised designed pathway of training leading to employment. (CIP-ICT-PSP-2013-7, Req. Contribution € 2,694,835). Researcher.

Project summary: Job Angels embraces the ambitions for a cohesive European model of sharing good practice within the European Union. Our proposal is based upon a proven business model of delivery which incubates people into work through a designed pathway of training leading to employment. Although the model deployed has been originally implemented in the Care Sector, this model can be applied to both trade and professions and across several sectors that are currently understaffed in Europe, or, in the best case, exhibit the potential of increased growth and sustainability prospects. The business model which supports social enterprise has been afforded a high profile by the UK government as a vehicle for enabling economic and social regeneration. This model makes no claims to answer the problems of regeneration within socially disadvantaged areas, but it can utilise market forces within commissioned services of local authorities to capitalise for the third sector. The resulting partnership between the training and the delivery of services is interdependent and some of the benefits of shared working need robust systems with strong governance if the model is to be replicated in other JobAngels ‘franchisees’ all over the European Union. The devised practice in the model is to build upon the process of valuing the people within the organisation, and empower them in collaborative work. JobAngels employs two state of the art technologies offered by NUIG-DERI regarding: (1) the use of social data analytics to help increase visibility of jobseekers and their capability to use social networking facilities that would otherwise be difficult for them to use (but would be also demanding for skilled jobseekers as well!). (2) an adaptive content management service framework that allows management of streams of data and their near-to-realtime processing for offering information about job opportunities and help them improve their response to emerging market needs.

Co-create~: Enhancing creativity in workplace meetings through intelligent, multi-modal analysis, information retrieval and crowdsourcing (FP7-ICT-2013-10, Req. contribution €4,086,120), Ped. Coordinator, WP-leader.

Project Summary: Face-to-face, small-group interactions – such as those that occur during professional design meetings – are fertile ground for creativity, yet these meetings often fall short of their full potential. In CoCreate we will exploit the dialogic characteristics of creative collaboration and interaction to support and inspire groups during design meetings. By monitoring various aspects of their collaboration, and making participants aware of these characteristics, we aim to increase the creative quality of the group collaboration. We will focus on what participants say but also on their attitudes, moods and social behaviour within the group, all of which will be tracked using intelligent sensor and analysis technology. The intelligent system will “witness” the interaction, participate in it through unobtrusive feedback provided in real-time, and compile, analyze and visualize key aspects of the meeting for post-hoc review by the meeting participants. We will bring a variety of technologies to bear in supporting creativity in design meetings, including the multimodal analysis of speech, gestures, and emotions, “inspirational” information retrieval to provide hints and suggestions on creative directions, and crowdsourcing technology to evaluate the creativity of the product(s) of a design session. We will develop the environment and tools specifically for professional environments, in which the experimental work of the project will be carried out. 9 partners (including 3 SMEs) from 7 countries form the consortium. In addition to developing cutting-edge technology and complementing the underlying

conceptual-theoretical work, this 3-year project will also undertake wide-ranging dissemination and exploitation planning.

C-Table~: A multimodal approach to enhancing collaboration at the tabletop (FP7-ICT-2013-X, Req. Contribution €4,051,601). Researcher.

Project Summary: Effective teamwork can be difficult to achieve. Today's technology, with its emphasis on personal devices, is ill-suited for improving this situation especially in face-to-face settings. Too often it proves to be a distraction rather than an aide to group interaction. New technologies that enable users to more naturally interact with them offer the potential to reverse this trend. The cTable project will utilize these interface technologies (voice, speech and gesture recognition, multi-touch interfaces) to support small group work at a tabletop. The fundamental technological breakthrough targeted by the project is that the complex information that constitutes discussion at the tabletop (including interface interaction, speech, gestures, body positions) can be captured and analyzed in an integrated manner, and can then be used to provide assistance to teams in an adaptive fashion. The technological results of this project are expected to be beneficial for various stakeholders (the software developer to produce a more natural interface, the users to more effectively collaborate, the researcher to evaluate the interaction). The R&D work will address (1) using multimodal sensing technologies to capture essential features of collaboration at the tabletop, (2) using both shallow and deep analysis (i.e., artificial intelligence) methods to interpret the data, (3) devising interaction techniques that allow various stakeholders to make use of the analysis results, and (4) empirically evaluating this approach to supporting teamwork. In this 3-year project, an important and authentic context for the evaluation of the proof-of-concept will be used: Informed by cognitive and learning sciences, the empirical research to test the prototype will be focused on co-located collaborative learning for 3–4 students seated around an interactive tabletop augmented with advanced sensing technologies.

Madrasa~: Multisensor Alternative Dispute Resolution Simulator (FP7-ICT-2011-8, Req. Contribution €4,102,039, 7 partners). Researcher.

Project Summary: The design, implementation and validation of a serious game based on knowledge about Alternative Dispute Resolution (ADR), able to trace and capture the emotions of learners, from their interactions with simulated client-agents in natural language, and by simple unobtrusive biofeedback, in order to provide effective human-like tutoring during the learning process.