Argumentation for learning: Explorations into social, motivational and affective dimensions and processes

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Research on dialogue and argumentation has produced strong evidence that certain forms of collaborative sense-making have cognitive benefits, both in terms of learning and of development. However, it remains challenging to *elicit* and *sustain* student participation in learning dialogue that is both critical, as well as constructive. Values, motivational goals, interpersonal dynamics, expectations and emotion can affect students' willingness to participate in dialogue, as well as impact the way in which they choose to do so. Scholars have then begun to explore the social, affective and motivational dimensions of learning through argumentation. In this talk, I will present findings from an ongoing line of research that combines different methodologies to explore such non-cognitive dimensions, in the specific case of peer-to-peer argumentation for learning counterintuitive scientific concepts (conceptual change).