On behalf of the **REASON program** at the **Munich Center of the Learning Sciences (MCLS)** we are very happy to announce the guest talk held by:

Prof. Richard Anderson

Illinois University (http://education.illinois.edu/faculty/csrrca)

The social construction of causal reasoning

5.04.2017, 14:00 c.t. -16:00, Room 3221

Abstract

Multi-link causal reasoning is the ability to organize information and bridge inferences into coherent causal chains. Causal reasoning is widely valued because it is critical to problem solving, decision making, and for constructing new knowledge, yet little research has been dedicated to understanding how it develops in children. Previous research that has examined the mechanisms of causal reasoning has limited itself to laboratory settings. In contrast, this project analyzes data collected in classrooms on the moment-by-moment effects of social interaction during child-managed discussions. A number of effects of group features, individual characteristics, and momentary situational influences on the production of causal chains have been observed in a corpus of discussions running to 4,000 speaking turns.

Short Bio

Education: Harvard University: A.B., cum laude, in American History, 1956; A.M.T. in Social Science Education, 1957; Ed.D. in Educational Psychology, 1960. National Scholar at Harvard College, 1952—1956. Wendell Phillips Prize, 1955. University Fellow at Harvard Graduate School of Education, 1957—1959. President, Graduate Student Association, 1957—1958.

Current Interests: Reasoned argumentation, critical and reflective thinking; role of classroom discussion in children's social, emotional, and cognitive development; learning to read alphabetic and nonalphabetic languages; vocabulary growth and development; communicative competence and second language acquisition.

I currently have two active programs of research. The first is comparative analysis of learning to read alphabetic and nonalphabetic languages, especially English and Chinese. The second examines children's intellectual and social development in the context of free-flowing open-format discussions.