

Curriculum Vitæ - Michael James BAKER

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Born: 9 October 1960 in Doncaster (UK) • Nationality: British • Residence (since 1989): France

Current position

Directeur de Recherche en Sciences du Langage
au Centre National de la Recherche Scientifique (CNRS)*
(Research Professor in Language Sciences, French National Scientific Research Centre)

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* *Directeur de Recherche* of the CNRS is a tenured position equivalent to full (research) professor, devoted exclusively to research (with optional graduate-level teaching). The CNRS is the largest fundamental research organisation in Europe.

Affiliations

- Centre National de la Recherche Scientifique: www.cnrs.fr
- Institut Interdisciplinaire de l'Innovation (i3), UMR 9217 CNRS: <http://i3.cnrs.fr/>
- Télécom Paris: <https://www.telecom-paris.fr/>
- Institut Polytechnique de Paris: <https://www.ip-paris.fr/>

Academic training

2004 Habilitation** à Diriger des Recherches (HDR) - Psychology, Université Nancy 2.
1989 PhD in Cognitive Science - The Open University (UK), Institute of Educational Technology
1985 GMus (Graduate Diploma in Music) - University of Huddersfield (UK)
1982 B.A.(Hons) in Philosophy and Psychology, 1st Class, Van Mildert College, University Durham (UK). Gabbett Prize in Psychology; Gabbett Prize in Philosophy; University Scholar

** In France, the "Habilitation" is the highest level university qualification, taken after the PhD, as a qualification to conduct autonomous research, to be the official director of PhDs and be eligible to apply for a full tenured professorship.

Professional experience

2015 - ... Member of Institut Interdisciplinaire de l'Innovation — UMR 9217 CNRS i3, Télécom Paris, École des Mines Paris, École Polytechnique, Paris
Co-director of research group « Usages, Participation et Démocratisation de l'Innovation »
2009 Membre de l'UMR 5141 LTCI, CNRS – Telecom ParisTech
2007 Visiting Professor, Université de Neuchâtel (Switzerland), Institut Psychologie et Éducation
2007 Promoted Directeur de Recherche au CNRS
2006 Member of MODYCO lab : CNRS. — Université Paris 10 (Nanterre)

- 2005 Visiting Professor, DSV University of Stockholm & KTH (Sweden)
- 2004 Member of LEAPLE lab (CNRS, Sorbonne), Villejuif; co-directeur of « ALMA » research team
- 2003 ENS Lyon; co-director of research team IFPS (Interactions : Formes, Pratiques, Situations)
- 1994 Member of UMR 5612 GRIC (Groupe de Recherches sur les Interactions Communicatives), C. N.R.S. & l'Université Lumière Lyon 2
Directeur of research team « Interaction & Cognition »
- 1990 Nominated Chargé de Recherche 1ère classe au CNRS, commission 29 (Psychophysiology & psychology)
- 1989 Post-doc researcher CNRS-IRPEACS laboratory, Lyon (France); DELTA Framework EU project

Research publications

Books

- (1) M. BAKER, J.-L. DESSALLES, M. JOAB, P.-Y. RACCAH, B. SAFAR & D. SCHLIENGER [sous la direction de] (1994). *Modélisation d'explications sur un corpus de dialogues : Actes de l'atelier de recherche*. Rapport de Télécom Paris, N°. 94-S-003.
- (2) R.-J. BEUN, M.J. BAKER & M. REINER [sous la direction de] (1995). *Dialogue and Instruction: Modeling Interaction in Intelligent Tutoring Systems*. Berlin: Springer-Verlag.
- (3) M. BAKER, M. JOAB, B. SAFAR & D. SCHLIENGER [sous la direction de] (1999). Numéro spécial de la revue *Psychologie de l'Interaction*, N° 9-10, « Etudes d'explications dans un corpus de dialogues finalisés ».
- (4) P. BRNA, M.J. BAKER, K. STENNING & A. TIBERGHIEEN [sous le direction de] (2002). *The Role of Communication in Learning to Model*. Mahwah N.J.: Lawrence Erlbaum Associates.
- (5) J. ANDRIESSEN, M.J. BAKER & D. SUTHERS [Éds.] (2003). *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments*. Dordrecht, The Netherlands : Kluwer Academic Publishers. <http://dx.doi.org/10.1007/978-94-017-0781-7>
- (6) B. LIGORIO, J. ANDRIESSEN, M. BAKER, N. KNOLLER & L. TATEO (Eds.). (2009). *Talking over the computer*. Napoli : ScriptaWeb. [<http://www.scriptaweb.it>] ISBN: 978-88-6381-019-6.
- (7) F. DÉTIENNE, M.J. BAKER & J.-M. BURKHARDT (Eds.) (2010). *Proceedings of the International Workshop on Quality of Collaboration*. COOP 2010 Conference (Aix-en-Provence, 18 May 2010). *International Reports on Socio-informatics*, vol. 7, issue 1. Bonn : International Institute for Socio-informatics Publishers (ISSN 1861-4280). <http://www.iisi.de/102.0.html>
- (8) F. Détienne, M. Baker & J.-M. Burkhardt (Eds.). (2012). Special issue, on « Quality of collaboration in design ». *CoDesign: International Journal of CoCreation in Design and the Arts*, Volume 8, Issue 4.
- (9) M.J. BAKER, J. ANDRIESSEN & S. JÄRVELÄ (Éds.) (2013). *Affective Learning Together: social and emotional dimensions of collaborative learning*. London : Routledge. <https://doi.org/10.4324/9780203069684>
- (10) B. B. Schwarz & M.J. Baker (2017). *Dialogue, Argumentation and Education : History, Theory and Practice*. New York: Cambridge University Press. ISBN: 9781107141810. <https://doi.org/10.1017/9781316493960>
- (11) Laurent, B., Baker, M.J., Beaudouin, V. et Raulet-Croset, N. (2018). *Innovation et participation. Approches critiques*. Paris : Presses des Mines.
- (12) Lund, K., Niccolai, G., Lavoué, E., Hmelo-Silver, C., Gweon, G., and Baker, M. (Eds.). (2019). *A Wide Lens: Combining Embodied, Enactive, Extended, and Embedded Learning in Collaborative Settings*, 13th International Conference on Computer Supported Collaborative Learning (CSCL) 2019, Volumes 1 and 2. Lyon, France: International Society of the Learning Sciences. <http://cscl2019.com/>
- (13) Andriessen, J. & Baker, M.J. (2020). *On Collaboration: Personal, Educational and Societal Arenas*. Leiden / Boston: Brill Sense Publishers. DOI: <https://doi.org/10.1163/9789004429086>

Journal articles

- (1) Baker, M.J. (1988). Tutoring with Incomplete and Uncertain Knowledge. *International Journal of Educational Research*, 12, 821-838.
- (2) Baker, M.J. (1989). An artificial intelligence approach to musical grouping analysis. *Contemporary Music Review*, 3(1), 43-68. [Special issue on « Music, Mind and Structure »].
- (3) Baker, M.J. (1989). A computational approach to modeling musical grouping.. *Contemporary Music Review*, 4, 311-326. [Special issue on « Music and the Cognitive Sciences »].
- (4) O'Malley, C., Baker, M.J. & Elsom-Cook, M. (1991). The Design and Evaluation of a Multimedia Authoring System. *Computers and Education*, Vol. 17, No. 1, pp. 49-60.
- (5) Baker, M.J., Bessière, C. & Leonhardt, J. (1991). SHIVA : un atelier de génie didacticiel multimédia et intelligent. *Génie Educatif*, 1, 16-23.

- (6) Baker, M.J. (1994). A Model for Negotiation in Teaching-Learning Dialogues. *International Journal of Artificial Intelligence in Education*, 5(2), 199-254.
- (7) Devi, R., Tiberghien, A., Baker, M.J. & Brna, P. (1996). Modelling Students' construction of energy models in physics. *Instructional Science*, 24, 259-293.
- (8) Baker, M.J. (1996). Argumentation et co-construction des connaissances. *Interaction et Cognitions*, 2(3), 157-191.
- (9) Baker, M.J. & Lund, K. (1997). Promoting reflective interactions in a computer-supported collaborative learning environment. *Journal of Computer Assisted Learning*. 13, 175-193.
- (10) Baker, M.J. (1998). Interacciones argumentativas y el aprendizaje cooperativo. *Escritos*, Revista del Centro de Ciencias del Lenguaje, Número 17-18, enero-diciembre de 1998, págs. 133-167.
- (11) Baker, M.J. (2000). Les attitudes et leurs révisions dans le dialogue : le cas de la résolution coopérative de problèmes. *Psychologie de l'Interaction*, N° 11 & 12, 229-265. [Numéro spécial sur le thème « Révision, cognition et interaction », coordonnée par P. Marquis et C. Brassac].
- (12) Baker M.J. (2000). Explication, Argumentation et Négociation : analyse d'un corpus de dialogues en langue naturelle écrite dans le domaine de la médecine. *Psychologie de l'Interaction*, N° 9-10, 179-210.
- (13) Baker, M.J. (2000). The roles of models in Artificial Intelligence and Education research : a prospective view. *International Journal of Artificial Intelligence and Education*, 11, 122-143. [<http://cbl.leeds.ac.uk/ijaied/>]
- (14) Baker, M.J., de Vries, E., Lund, K. & Quignard, M. (2001). Interactions épistémiques médiatisées par ordinateur pour l'apprentissage des sciences : bilan de recherches. *Sciences et Techniques Educatives*, 8(1-2), 21-32.
- (15) De Vries, E., Lund, K. & Baker, M.J. (2002). Computer-mediated epistemic dialogue: Explanation and argumentation as vehicles for understanding scientific notions. *The Journal of the Learning Sciences*, 11(1), 63—103.
- (16) Baker, M.J. (2002). Forms of cooperation in dyadic problem-solving. *Revue d'Intelligence Artificielle*, 16, N° 4-5, 587-620.
- (17) Baker, M.J. (2003). Les dialogues avec, autour et au travers des technologies éducatives. *L'Orientation Scolaire et Professionnelle*, 32, n°3, 359-397. [<http://osp.revues.org/index3289.html#text>]
- (18) Puustinen, M., Baker, M. & Lund, K. (2006). GESTALT: a framework for redesign of educational software. *Journal of Computer Assisted Learning*, 22, 1—13.
- (19) Baker, M., Andriessen, J., Lund, K. van Amelsvoort, M. & Quignard, M. (2007). Rainbow: A framework for analysing computer-mediated pedagogical debates. *International Journal of Computer Supported Collaborative Learning*, 2, 315-357.
- (20) Lund, K., Molinari, G., Séjourné, A. & Baker, M. (2007). How do argumentation diagrams compare when student pairs use them as a means for debate or as a way for representing their debate? *International Journal of Computer Supported Collaborative Learning*, 2, 273-295.
- (21) Baker, M. J., Bernard, F.-X. & Dumez-Féroc, I. (2012). Integrating computer-supported collaborative learning into the classroom: the anatomy of a failure. *Journal of Computer Assisted Learning*, 28, 161-176. First published online (early view) 10 July 2011, doi: 10.1111/j.1365-2729.2011.00435.x
- (22) Overdijk, M., van Diggelen, W., Kirschner, P. & Baker, M. (2012). Connecting Agents and Artifacts in CSCL: Towards a rationale of mutual shaping. *International Journal of Computer Supported Collaborative Learning*, 7(2), 193-210.
- (23) Détienne, F., Barcellini, F., Baker, M., Burkhardt, J-M., & Fréard, F. (2012) Online epistemic communities: theoretical and methodological directions for understanding knowledge co-elaboration in new digital spaces. *Work: A Journal of Prevention, Assessment and Rehabilitation*, Volume 41(1), 3511-3518.
- (24) Détienne, F., Baker, M. & Burkhardt, J.-M. (2012). Quality of collaboration in design meetings: methodological reflexions. *CoDesign: International Journal of CoCreation in Design* (Special Issue: Perspectives on quality of collaboration in design), 8(4), 247-261.

- (25) Puustinen, M., Bernicot, J., Volckaert-Legrier, O., & Baker, M.J. (2014). Naturally Occurring Help-Seeking Exchanges on a Homework Help Forum. *Computers and Education*, 81, 89-101.
- (26) Baker, M.J. (2015). Collaboration in Collaborative Learning. *Interaction Studies: Social Behaviour and Communication in Biological and Artificial Systems*, 16(3), 451-473. November 2015. Special issue on "Coordination, Collaboration and Cooperation: Interdisciplinary Perspectives". Guest editors: Federica Amici, Lucas M. Bietti. DOI 10.1075/is.16.3.05bak <https://benjamins.com/?embed=1#catalog/journals/is.16.3/toc>
- (27) Bietti, L., Baker, M.J. & Détienne, F. (2015). Joint Remembering in Collaborative Design: A Multimodal Approach in the Case of a Video Design Studio. *CoDesign: International Journal of CoCreation in Design*, 5, 1-22. DOI:10.1080/15710882.2015.1103752
- (28) Baker, M.J. (2016). The Negotiation of Meaning in Epistemic Situations. *International Journal of Artificial Intelligence in Education*, 26(1), 133-149. <http://link.springer.com/article/10.1007/s40593-015-0050-3>. DOI: 10.1007/s40593-015-0050-3
- (29) Détienne, F., Baker, M., Fréard, D., Barcellini, F., Denis, A. & Quignard, M. (2016). The Descent of Pluto: interactive dynamics, specialisation and reciprocity of roles in a Wikipedia debate. *International Journal of Human-Computer Studies*, Vol. 86 (February 2016), pp. 11-31. <https://doi.org/10.1016/j.ijhcs.2015.09.002>
- (30) Bietti, L.M. & Baker, M.J. (2016). Collaborating to remember collaborative creativity: An exploratory study. *Memory Studies*. *Memory Studies*, 11(2), 225 – 244. <https://doi.org/10.1177/1750698016683438>
- (31) Détienne, F., Baker, M.J., Vanhille, M. & Mougnot, C. (2016). Cultures of collaboration in engineering design education: a contrastive case study in France and Japan. *International Journal of Design Creativity and Innovation*, 5(1-2), 104-128. Published online 18 August 2016: DOI: [10.1080/21650349.2016.1218796](https://doi.org/10.1080/21650349.2016.1218796)
- (32) Isohätälä, J., Näykki, P., Järvelä, S. & Baker, M.J. (2018). Striking a balance: argumentation and socio-emotional processes in collaborative learning interaction. *Learning, Culture and Social Interaction*, 16, 1-19. DOI: <https://dx.doi.org/10.1016/j.lcsi.2017.09.003>
- (33) Bietti, L.M. & Baker, M.J. (2019). Collaborative Remembering at Work. *Interaction Studies: Social Behaviour and Communication in Biological and Artificial Systems*, 19(3), 460-488. <https://doi.org/10.1075/is.17010.bie>
- (34) Baker, M.J. & Détienne, F. (2019). *Knowing, remembering and relating to others online: a commentary*. *Topics in Cognitive Science*, pp. 825-830. <https://doi.org/10.1111/tops.12423>
- (35) Détienne, F. Baker, M.J. & Le Bail, C. (2019). Ideologically-embedded design: Community, collaboration and artefact. *International Journal of Human-Computer Studies*, 131, 72-80. <https://doi.org/10.1016/j.ijhcs.2019.06.003>
- (36) Ruijter, E., Détienne, F., Baker, M.J., Groff, J. & Meijer, A.J. (2019). The Politics of Open Government Data: Understanding Organizational Responses to a Pressure for More Transparency. *The American Review of Public Administration*. <https://doi.org/10.1177/0275074019888065>
- (37) Baker, M.J. (2020). Types of types of educational dialogue. *Learning, Culture and Social Interaction*, special issue on "Pragmatics, Education and Argumentation". <https://doi.org/10.1016/j.lcsi.2020.100387>

Book chapters

- (1) Baker, M.J. (1989). Approche computationnelle de la modélisation des structures de groupement musical. Dans *La Musique et les Sciences Cognitives*, (éds.) S. McAdams & I. Deliège, pp. 437-458. Bruxelles : Pierre Mardaga.
- (2) Baker, M.J. (1990). Arguing with the tutor : a model for tutorial dialogue in uncertain knowledge domains. In *Guided-Discovery Tutoring : A Framework for ICAI Research*, pp. 141-170, (ed.) M. Elsom-Cook. London : Paul Chapman.
- (3) Baker, M.J. (1991). Negotiating Goals in Intelligent Tutoring Dialogues. Costa, E. (ed.) *New Directions in Intelligent Tutoring Systems*. Berlin : Springer-Verlag.
- (4) Baker, M.J. (1991). Towards a Cognitive Model for Negotiation in Tutorial Dialogues. Elsom-Cook, M. & Moysé, R. (eds.) *Knowledge Negotiation*, pp. 199-240. London : Academic Press.

- (5) Baker, M.J. (1992). An analysis of cooperation and conflict in students' collaborative explanations for phenomena in mechanics. *Intelligent Learning Environments and Knowledge Acquisition in Physics*. In A. Tiberghien & H. Mandl (eds.) pp. 153-179. Berlin : Springer-Verlag.
- (6) Baker, M.J. (1992). Design of an intelligent tutoring system for musical structure and interpretation. In *Understanding Music with AI : Perspectives on Music Cognition*, (eds.) Balaban, M., Ebcioğlu, K. & Laske, O., pp. 466-489. MIT Press : Cambridge Mass.
- (7) Baker, M.J. (1994). Adapting Instructional Design Methods to Intelligent Multimedia Authoring Systems. In *Automating Instructional Design, Development, and Delivery*. (ed.) Tennyson, R.D., pp. 197-224. Berlin : Springer-Verlag.
- (8) Baker, M.J. (1995). Negotiation in Collaborative Problem-Solving Dialogues. In *Dialogue and Instruction : Modeling Interaction in Intelligent Tutoring Systems*, (eds.) Beun, R.J., Baker, M.J. & Reiner, M., pp. 39-55. Berlin : Springer-Verlag. DOI:10.1007/978-3-642-57827-4_4
- (9) Dillenbourg, P., Baker, M.J., Blaye, A. & O'Malley, C. (1996). The evolution of research on collaborative learning. Dans P. Reimann & H. Spada (éds.) *Learning in Humans and Machines : Towards an Interdisciplinary Learning Science*, pp. 189-211. Oxford : Pergamon.
- (10) Baker, M.J., Hansen, T., Joiner, R. & Traum, D. (1999). The role of grounding in collaborative learning tasks. In P. Dillenbourg (Ed.), *Collaborative Learning : Cognitive and Computational Approaches*, pp. 31-63. Amsterdam : Pergamon / Elsevier Science.
- (11) Mephu-Nguifo, E. Baker, M.J. & Dillenbourg, P. (1999). Knowledge Transformations in Agents and Interactions: A comparison of Machine Learning and Dialogue Operators. In P. Dillenbourg (Ed.), *Collaborative Learning : Cognitive and Computational Approaches*, pp. 122-146. Amsterdam : Pergamon / Elsevier Science.
- (12) Baker, M.J. (1999). Argumentation and Constructive Interaction. In G. Rijlaarsdam & E. Espéret (Series Eds.) & Pierre Coirier and Jerry Andriessen (Vol. Eds.) *Studies in Writing: Vol. 5. Foundations of Argumentative Text Processing*, 179 – 202. Amsterdam : University of Amsterdam Press.
- (13) Baker, M.J. (2002). Argumentative interactions, discursive operations and learning to model in science. In P. Brna, M. Baker, K. Stenning & A. Tiberghien (Eds.), *The Role of Communication in Learning to Model*, pp. 303-324. Mahwah N.J.: Lawrence Erlbaum Associates.
- (14) Baker, M.J., Brixhe, D. & Quignard, M. (2002). La co-élaboration des notions scientifiques dans les dialogues entre apprenants : le cas des interactions médiatisées par ordinateur. In A. Trognon & J. Bernicot. (Éds.) *Pragmatique et Cognition*, 109 — 138. Nancy : Presses Universitaires de Nancy.
- (15) Andriessen, J., Baker, M.J. & Dan Suthers, D. (2003). Argumentation, computer support, and the educational context of confronting cognitions. In J. Andriessen, M.J. Baker & D. Suthers (Eds.) *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments*, p.1-25. Dordrecht, The Netherlands : Kluwer Academic Publishers.
- (16) Baker, M.J. (2003). Computer-mediated Argumentative interactions for the co-elaboration of scientific notions. In J. Andriessen, M.J. Baker & D. Suthers (Eds.) *Arguing to Learn: Confronting Cognitions in Computer-Supported Collaborative Learning environments*, pp. 47-78. Dordrecht, The Netherlands : Kluwer Academic Publishers.
- (17) Baker, M., de Vries, E., Lund, K. & Quignard, M. (2003). Interactions épistémiques médiatisées par ordinateur pour la co-élaboration des notions scientifiques. Dans C. Deaudelin & T. Nault (éds), *Apprendre avec des pairs et des TIC : quels environnements pour quels impacts ?* (pp. 121-134). Montréal : Presses de l'Université du Québec (PUQ).
- (18) Baker, M. (2006, in press). On the logics of students' argumentation dialogues. In J. Caelen, D. Vanderveken & D. Vernant (Eds.), *Logic and dialogue*. Netherlands, Dordrecht: Kluwer.
- (19) Baker, M., Bronner, A., Léhuen, J. & Quignard, M. (2006). Gestion de l'interaction et modèles de dialogues. Dans M. Grandbastien et J.-M. Labat (Éds.) *Environnements Informatiques pour l'Apprentissage Humain*, pp. 117 – 138. Paris : Lavoisier / Hermès Science Publications.
- (20) Baker, M.J. (2008). Formes et processus de la résolution coopérative de problèmes : des savoirs aux pratiques éducatives. In Y. Rouiller & K. Lehraus (Eds.) *Vers des apprentissages en coopération : rencontres et perspectives*, pp. 107-130. Berne : Peter Lang.
- (21) Baker, M.J., Détienne, Lund, K. & Séjourné, A. (2009). Étude des profils interactifs dans une situation de conception collective en architecture. In F. Détienne et V. Traverso (Éds.) *Méthodologies d'analyse de*

situations coopératives de conception : Corpus MOSAIC, pp. 183-220. Nancy : Presses Universitaires de Nancy.

- (22) Détienne, F., Baker, M. & Visser, W. (2009). La co-conception du point de vue cognitif et interactif. In F. Détienne et V. Traverso (Éds.) *Méthodologies d'analyse de situations coopératives de conception : Corpus MOSAIC*, pp. 19-37. Nancy : Presses Universitaires de Nancy.
- (23) Baker, M.J. & Séjourné, A. (2007). L'élaboration de connaissances chez les élèves dans un débat médiatisé par ordinateur. Dans A. Specogna (Éd.) *Enseigner dans l'interaction*, pp. 81-111. Nancy : Presses Universitaires de Nancy.
- (24) Quignard, M. & Baker, M. (2007). Approfondir la question dans un débat médiatisé par ordinateurs : complexité d'une situation d'apprentissage collaboratif. In M. Baron, D. Guin & L. Trouche (Éds.) *Environnements informatisés et ressources numériques pour l'apprentissage : conception et usages, regards croisés*, pp. 89-105. Paris : Hermès.
- (25) Baker, M., Quignard, M., Lund, K. & Séjourné, A. (2008). O computador como suporte de aprendizagem colaborativa no espaço do debate. In S.C. Marquesi, V.M. da Silva Elias et A.L. Tinoco Cabral (Éds.) *Interações Virtuais : Perspectivas para o ensino de Língua Portuguesa a distância*, pp. 57-72. Editora Claraluz Ltda. : Sao Carlos-SP.
- (26) Baker, M. (2009). Intersubjective and intrasubjective rationalities in pedagogical debates: Realizing what one thinks. In B. Schwarz, T. Dreyfus & R. Hershkowitz (Eds.), *Transformation of Knowledge Through Classroom Interaction*, pp. 145-158. London: Routledge.
- (27) Baker, M.J. (2009). Argumentative interactions and the social construction of knowledge. In N. Muller Mirza & A.-N. Perret-Clermont (Eds.) *Argumentation and Education: Theoretical Foundations and Practices*, pp. 127-144. New York: Springer. https://doi.org/10.1007/978-0-387-98125-3_5
- (28) Baker, M. & Andriessen, J. (2009). Collaborative Learning and Problem Solving : An introduction for teachers. In M. B. Ligorio, J. Andriessen, M. Baker, N. Knoller, M. Klonyguy (Eds.) *Talking over the computer: pedagogical scenarios to blend computers and face to face interaction*, pp. 27-52. ScriptaWeb : Napoli. <http://www.scriptaweb.eu>
- (29) Bernard, F.X. & Baker, M. (2009). CoFFEE, un environnement informatique pour l'apprentissage coopératif en co-présence. Dans G.-L. Baron, E. Bruillard & L.-O. Pochon (Eds.) *Informatique et progiciels en éducation et en formation*, pp. 168-178. Lyon : INRP.
- (30) Andriessen, J., Baker, M. & van der Puil., C. (2011). Socio-cognitive tension 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. London: Routledge.
- (31) Andriessen, J., Pardijs, M. & Baker, M. J. (2013). Getting on and getting along: tension in the development of collaborations. In Michael Baker, Jerry Andriessen & Sanna Järvelä (Eds.), *Affective Learning Together: social and emotional dimensions of collaborative learning*, pp. 205-230. London : Routledge.
- (32) Baker, M.J., Andriessen, J. & Järvelä (2013). Introduction: visions of learning together. In Michael Baker, Jerry Andriessen & Sanna Järvelä (Eds.), *Affective Learning Together : social and emotional dimensions of collaborative learning*, pp. 1 - 30. London: Routledge.
- (33) Andriessen, J. & Baker, M.J. (2013). Argument Diagrams and Learning: Cognitive and Educational Perspectives. In G. Schraw, M. McCrudden, & D. Robinson (Eds.), *Learning through visual displays: current perspectives on cognition, learning, and instruction*, Chapter 13, pp. 329-356. Charlotte, NC: Information Age Publishing.
- (34) Lund, K., Rosé, C. P., Suthers, D. D., & Baker, M. (2013). Epistemological Encounters in Multivocal Settings. In D. D. Suthers, K. Lund, C. P. Rosé, C. Teplovs & N. Law (Eds.), *Productive Multivocality in the Analysis of Group Interactions*, pp. 659-682 (Chapter 34). New York: Springer.
- (35) Andriessen, J. & Baker, M.J. (2014). Arguing to Learn. Chapter in R. K. Sawyer (Ed.) *The Cambridge Handbook of the Learning Sciences* (2nd Edition), pp. 439-460. Cambridge : Cambridge University Press. DOI: <http://dx.doi.org/10.1017/CBO9781139519526>. ISBN: 9781107626577.
- (36) Schwarz, B. & Baker, M. J. (2015). Sur l'adéquation des théories de l'argumentation aux sciences de l'apprentissage et les fondements d'une théorie de « l'argumentissage ». Dans N. Muller Mirza et C. Buty (Éds.), *L'argumentation dans les contextes de l'éducation*, pp. 269-322. Berne : Peter Lang.

- (37) Baker, M.J. (2015). The integration of pragma-dialectics and collaborative learning research: dialogue, externalisation and collective thinking. In F. van Eemeren & B. Garssen (Eds.) *Scrutinizing Argumentation in Practice*, pp. 175-199. Amsterdam : John Benjamins.
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