

CURRICULUM VITAE

Last updated: April 1, 2020

1. PERSONAL DETAILS

Name: Christa S. C. Asterhan (maiden name: van der Kooij)

Country of Birth: Netherlands

Nationality: Dutch, Israeli

E-mail address: asterhan@huji.ac.il

2. HIGHER EDUCATION

- | | |
|-----------|---|
| 1999 | B.A., Psychology and B.A. Honors Program, University of Haifa |
| 2001 | M.A., Educational Psychology (part of direct PhD program), Hebrew University of Jerusalem, advisor: Sorel Cahan |
| 2007 | Ph.D., Educational Psychology, Hebrew University of Jerusalem, Advising committee: Baruch Schwarz (head), Yonata Levy, Anat Zohar, & Micki Chi. |
| 2009-2010 | Post-doctoral associate, Learning Research & Development Center (LRDC), University of Pittsburgh, host: Lauren Resnick |

3. APPOINTMENTS AT THE HEBREW UNIVERSITY

- | | |
|------------|--|
| 1999-2005 | Graduate research assistant, Hebrew University of Jerusalem, School of Education and Office of the President |
| 2006-2009 | Research and Teaching Associate, Hebrew University of Jerusalem, School of Education |
| 2010-2015 | Lecturer (assistant professor), Hebrew University of Jerusalem, School of Education |
| 2015 -2019 | Senior lecturer (tenured assistant professor), Hebrew University of Jerusalem, School of Education |
| 2020- | Associate Professor, Hebrew University of Jerusalem, School of Education |

4. ADDITIONAL FUNCTIONS AT THE HEBREW UNIVERSITY

- | | |
|-----------|---|
| 2008-2009 | Member, Teaching Committee, Department of Teacher training, School of Education |
| 2011-2016 | Member, Ethics Committee for the Use of Human Subjects in Research, School of Education and Faculty of Humanities |
| 2013- | Chair, Division of Learning & Instruction, School of Education |
| 2013 - | Committee member, Teaching Committee, Department of Education, School of Education |

- 2018- Chair, Ethics Committee for the Use of Human Subjects in Research,
School of Education and Faculty of Humanities

5. SERVICE IN OTHER ACADEMIC AND RESEARCH INSTITUTIONS

- 2009-2010 Post-doctoral representative, Pittsburgh Science of Learning Center (PSLC) executive committee, Carnegie Mellon University and University of Pittsburgh.
- 2016-2017 Visiting scholar at the Dept. of Education and Pedagogy, Utrecht University, Netherlands
- 2017-2019 Member, consensus committee *Optimal management of professional development and training in the education system*. The Center for Applied Educational Research, Israeli Academy of Sciences and Humanities

6. OTHER ACTIVITY AND SERVICE

(a) Organized international conferences and workshops

- 2011 Lauren B. Resnick, Christa Asterhan and Sherice Clarke (co-chairs and organizers), *AERA research conference "Socializing Intelligence through talk and dialogue"*, Sept. 22-25, 2011, Pittsburgh, PA.
- 2014 C. S. C. Asterhan & S. Clarke, "Social, motivational and affective dimensions of learning through social interaction". Full day workshop at the International Conference of the Learning Sciences, Boulder, CO. June, 2014.
<https://sites.google.com/site/smaworkshop2014/home>
- 2018 Christa Asterhan, Ilana Horn, Adam Lefstein, & Dana Vedder-Weiss, "Conceptual and practical tools for analysing pedagogical discourse in teacher teams", Full day workshop at the International Conference of the Learning Sciences, London, UK. June 23 2018.
<https://sites.google.com/mail.huji.ac.il/icls2018-workshop2/home>
- 2018 Chair, local organization of the 2018 European Association of Research on Learning & Instruction (EARLI) SIG20-26 conference, Jerusalem 9-12 Oct 2018 (220 participants).

(b) Organized national conferences and workshops

- 2014 Schwarz, B. B. & Asterhan, C. S. C., "Interdisciplinary research perspectives on social network technologies and learning". Interdisciplinary workshop with researchers from Communication, Computer Science, Education and Psychology. Beit Maersdorf, Hebrew University (partly funded by GIF grant). June 19, 2014
- 2014 Schwarz, B. B. & Asterhan, C. S. C., "Social networks, education and learning: Practitioner perspectives". Interdisciplinary workshop with a range of educational, social work and clinical practitioners. Beit Maersdorf, Hebrew University (partly funded by GIF). June 1, 2014
- 2015 Schwarz, B. B., Asterhan, C. S. C., and Kolikant, Y. The 2nd national meeting of the Israeli Learning Sciences. School of Education, Hebrew University of Jerusalem. February 1, 2015

(c) Committee membership in conferences and research societies

- 2010 Intelligent Tutoring Systems (ITS) Conference, Young Researchers Track, Pittsburgh, PA.
- 2014-2017 Program Committee, *Learning in the Digital Era: Annual Research Conference of the Research Center for Innovation in Learning Technologies (CHAIS)*, Ra'anana, Israel.
- 2015-2019 Communications Committee of the International Society of the Learning Sciences (ISLS)
- 2018 Program Committee, *2018 International Conference of the Learning Sciences*, London UK.

(d) Consultancy

- 2017-2020 Research consultant, Chief Scientist office, Ministry of Education, project "Developing basic digital literacy: Improving the teaching of Hebrew Language Arts by using Digital Content and Books"
- 2017-2021 International advisor, Fondecyt project 1170431 (Chile): "La argumentación entre pares y el desarrollo del conocimiento científico: evidencia causal acerca del efecto y factores mediadores", Larrain, A., Lopez, P, Freire, P. Grau, V. & Cosmelli, D.
- 2017-2022 Advisory Board member, ClassInSight Research Center (funded by the McDonnell Foundation), led by Amy Ogan (Carnegie Mellon University) and Sherice Clarke (UCSD).

(e) Ad hoc journal reviewer

Educational Psychologist, Review of Educational Research, Learning & Instruction, Child Development, Journal of Applied Developmental psychology, Journal of the Learning Sciences, International Journal of Computer-Supported Collaborative Learning, Cognition & Instruction, Instructional Science, Cognitive Development, Computers in Human Behavior, Journal of Computer-Assisted Learning, Discourse Processes, Computers & Education, American Educational Research Journal, Teaching and Teacher Education, Contemporary Educational Psychology

7. RESEARCH GRANTS

- 2005-2006 Israeli Foundations Trustees, PhD grants scheme (award #27/35), \$3,000.
- 2010-2011 Pittsburgh Science of Learning Center (NSF award # 0836012), "The effect of human presence and competitive vs. collaborative interaction features on learning through refutation", \$16,000.
- 2010-2011 American Educational Research Association (AERA) grant scheme for the organization of a Research Conference, "Socializing intelligence through academic talk and dialogue", Lauren Resnick & Christa Asterhan, \$40,000.

- 2011-2012 Pittsburgh Science of Learning Center (NSF award # 0836012), “The effects of situational achievement goals and peer expertise on learning from interaction with a disagreeing peer”, \$20,000.
- 2012-2015 German-Israeli Foundation (GIF), “Orchestrating argumentative knowledge construction in social networking sites”, Christa Asterhan, Armin Weinberger & Baruch Schwarz, € 200,000.
- 2013-2014 MOFET Inter-college Research Grants Program, “To befriend or not to befriend? Student-teacher interaction in Facebook“, Hananel Rosenberg & Christa Asterhan, NIS 28,000.
- 2013-2015 Israeli Science Foundation (ISF), “Instructional Principles for Conceptual Change of Robust Misconceptions: An Optimal-Fit Approach”, NIS 216,000.
- 2014-2017 YHN foundation (grant award # 8058), “Large scale development of teacher professional discourse and leadership”, Adam Lefstein (lead PI), Yariv Feniger, Christa Asterhan, Orit Parnafes and Aliza Segal, NIS 3,381,000.
- 2016-2019 YHN foundation (grant award # 9196), "Teacher leaders transforming reality: Development and research", Adam Lefstein (PI), Dana Vedder-Weiss, Yariv Fenniger, Guy Roth, Christa Asterhan, and Aliza Segal, NIS 4,500,000.
- 2017-2019 Israeli Innovation Authority, Kamin grant (#60561 HUJI, #60560 Technion), "Automated identification of psychological distress from social media activities", Christa Asterhan, Roi Reichart, and Baruch Schwarz, NIS 1,200,000.
- 2017-2022 Israeli Science Foundation (ISF) Center of Excellence, “Meaningful learning through academically productive dialogue: a multi-level, large-scale design-based implementation study”. Christa Asterhan (coordinating PI), Adam Lefstein, Dana Vedder-Weiss, Guy Roth, Hadar Netz (co-PIs). NIS 3,500,00.

8. LIST OF PUBLICATIONS

BOOKS

- Resnick, L. B., Asterhan, C. S. C., & Clarke, S. N. (invited monograph in series) (2018). *Accountable Talk: Instructional Dialogue that Builds the Mind*. Educational Practices Series. The International Academy of Education (IAE) and the International Bureau of Education (IBE) of the United Nations Educational, Scientific and Cultural Organization (UNESCO), Geneva, Switzerland.
- Resnick, L. B., Asterhan, C. S. C. & Clarke, S. N. (Eds.) (2015), *Socializing Intelligence through academic talk and dialogue*. Washington, DC: AERA.
- Schwarz, B. B., Rosenberg, H. & Asterhan, C. S. C. (Eds.) (2017). *Breaking down barriers in education? Teachers, students and social network sites* (in Hebrew). Tel Aviv: MOFET books.

CHAPTERS IN COLLECTIONS

- Asterhan, C. S. C., & Schwarz, B. B. (2009). Transformation of robust misconceptions through peer argumentation. In: B. B. Schwarz, T. Dreyfus, & R.

- Hershkowitz (Eds.) *Guided Transformation of Knowledge in Classrooms* (pp 159-172). New York, NY: Routledge, Advances in Learning & Instruction series.
- Schwarz, B. B., & Asterhan, C. S. C. (2010). Argumentation and Reasoning. In: K. Littleton, C. Wood, & J. Kleine Staarman (Eds). *International Handbook of Psychology in Education* (pp 137-176). Bingley, UK: Emerald Group Publishing.
- Asterhan, C. S. C. (2012). Facilitating classroom argumentation with computer technology. In: R. Gillies (Ed), *Pedagogies: New Developments in the Learning Sciences* (pp 105-129). Nova Science.
- Asterhan, C. S. C. (2013). Epistemic and interpersonal dimensions of peer argumentation: Conceptualization and quantitative assessment. In: M. Baker, J. Andriessen & S. Jarvela (Eds), *Affective learning together* (pp. 251-272). New York, NY: Routledge, Advances in Learning & Instruction series.
- Asterhan, C. S. C. (2015). Introducing online dialogues in collocated classrooms: If, why and how. In: L. B. Resnick, C. S. C. Asterhan & S. Clarke (Eds), *Socializing Intelligence through academic talk and dialogue* (pp. 205-218). Washington, DC: AERA.
- Resnick, L. B., Asterhan, C. S. C., & Clarke, S. (2015). Introduction: Talk, Learning, and Teaching. In: L. B. Resnick, C. S. C. Asterhan & S. Clarke (Eds), *Socializing Intelligence through academic talk and dialogue* (pp. 1-12). Washington, DC: AERA.
- Nussbaum, E. M., & Asterhan, C. S. C. (2016). The psychology of far transfer from classroom argumentation. In: F. Paglieri (Ed.). *The psychology of argument: cognitive approaches to argumentation and persuasion* (pp. 407-423). London: College Publications, Studies in Logic and Argumentation series.
- Bouton, E. & Asterhan, C. S. C. (2017). Teenage sharing of learning materials through social network sites (in Hebrew). In B. B. Schwarz, H. Rosenberg, & C. S. C. Asterhan (Eds.), *Breaking down barriers in education? Teachers, students and social network sites* (pp. 53-76). MOFET books.
- Ophir, Y., Asterhan, C. S. C., & Schwarz, B. B. (2017). Detection, Prevention, and Treatment of Adolescents' Distress on Social Media: A Literature Review (in Hebrew). In B. B. Schwarz, H. Rosenberg, & C. S. C. Asterhan (Eds.), *Breaking down barriers in education? Teachers, students and social network sites* (pp. 181-198). Tel Aviv: MOFET books
- Rosenberg, H., Ophir, Y., & Asterhan, C. S. C. (2017). Building adolescent resilience: Teacher-student social network communication in times of political violence (in Hebrew). In B. B. Schwarz, H. Rosenberg, & C. S. C. Asterhan (Eds.), *Breaking down barriers in education? Teachers, students and social network sites* (pp. 199-218). Tel Aviv: MOFET books
- Rosenberg, H., & Asterhan, C. S. C. (2017). WhatsApp, sir? Teachers and students in Whatsapp groups (in Hebrew). In B. B. Schwarz, H. Rosenberg, & C. S. C. Asterhan (Eds.), *Breaking down barriers in education? Teachers, students and social network sites* (pp. 77-101). Tel Aviv: MOFET books.
- Resnick, L. B., Asterhan, C. S. C., & Clarke, S. with Schantz, F. (2018). Student Discourse for Learning. In: G. E. Hall, L. F. Quinn, & D. M. Gollnick (Eds), *Wiley Handbook of Teaching and Learning* (pp. 323-338). Wiley.

Schwarz, B. B., Rosenberg, H., & Asterhan, C. S. C. (2017). Teachers, students and social networks sites (in Hebrew). In B. B. Schwarz, H. Rosenberg, & C. S. C. Asterhan (Eds.), *Breaking down barriers in education? Teachers, students and social network sites* (pp. 5-22). Tel Aviv: MOFET books.

ARTICLES IN JOURNALS

- Asterhan, C. S. C. & Schwarz, B. B. (2007). The effects of monological and dialogical argumentation on concept learning in evolutionary theory. *Journal of Educational Psychology*, 99, 626-639.
- Asterhan, C. S. C. & Schwarz, B. B. (2009). The role of argumentation and explanation in conceptual change: Indications from protocol analyses of peer-to-peer dialogue. *Cognitive Science*, 33, 373-399.
- Asterhan, C. S. C. & Schwarz, B. B. (2010). Online moderation of synchronous e-argumentation. *International Journal of Computer-Supported Collaborative Learning*, 5, 259 – 282.
- Schwarz, B. B. & Asterhan, C. S. C. (2011). E-moderation of synchronous discussions in educational settings: A nascent practice. *Journal of the Learning Sciences*, 20(3), 395-442.
- Asterhan, C. S. C. (2011). Assessing e-moderation behavior from synchronous discussion protocols with a multi-dimensional methodology. *Computers in Human Behavior*, 27, 449–458.
- Asterhan, C. S. C. & Eisenmann, T. (2011). Introducing synchronous e-discussions in co-located classrooms: A study on the experiences of 'active' and 'silent' secondary school students. *Computers in Human Behavior*, 27, 2169 - 2177.
- Asterhan, C. S. C., Schwarz, B. B. & Gil, J. (2012). Small-group, computer-mediated argumentation in middle-school classrooms: The effects of gender and different types of online teacher guidance. *British Journal of Educational Psychology*, 82, 375-397.
- Asterhan, C. S. C., Schwarz, B. B. & Cohen-Eliyahu, N. (2014). Outcome feedback during collaborative learning: Contingencies between feedback and dyad composition. *Learning & Instruction*, 34 (4), 1-10.
- Asterhan, C. S. C. & Rosenberg, H. (2015). The promise, reality and dilemmas of secondary school teacher-student interactions in Facebook: The teacher perspective. *Computers & Education*, 85, 134–148.
- Asterhan, C. S. C. & Hever, R. (2015). Learning from reading SNS group discussions: Rhetoric style matters (again). *Computers in Human Behavior*, 53, 570-576.
- Asterhan, C. S. C. & Babichenko, M. (2015). The social dimension of learning through argumentation: Effects of human presence and discourse style. *Journal of Educational Psychology*, 107(3), 740-755.
- Tsovaltzi, D., Greenhow, C., & Asterhan, C. S. C. (2015). When friends argue: Learning from and through social network site discussions [editorial introduction to Special Issue]. *Computers in Human Behavior*, 53, 567-569.
- Ophir, Y., Rosenberg, H., Asterhan, C. S. C., & Schwarz, B.B. (2016). In times of war, teachers do not fall silent: Teacher-student social network communication in wartimes. *Journal of Adolescence*, 46, 98-106.

- Asterhan, C. S. C. & Schwarz, B. B. (2016). Argumentation for learning: Well-trodden paths and unexplored territories. *Educational Psychologist*, 51(2), 164-187.
- Ophir, Y., Asterhan, C. S. C., & Schwarz, B.B. (2017). Unfolding the notes from the wall: Adolescent depression manifestations on Facebook. *Computers in Human Behavior*, 72, 96-107.
- Asterhan, C. S. C., & Bouton, E. (2017). Teenage peer-to-peer knowledge sharing through social network sites in schools. *Computers & Education*, 110, 16-34.
- Bar-Tal, S., & Asterhan, C. S. C. (2017). Going behind the scenes at teacher colleges: Online student knowledge sharing through social network technologies. *Interdisciplinary Journal of e-Skills and Lifelong Learning*, 13, 167-184.
- Rosenberg, H., Ophir, Y., & Asterhan, C. S. C. (2018). Virtual safe zone: Teacher psycho-pedagogical support of teenage students through social media in times of war. *Teaching and Teacher Education*, 73, 35-42.
- Asterhan, C. S. C., & Dotan, A. (2018). Feedback that corrects and contrasts students' erroneous solutions with expert ones improves expository instruction for conceptual change. *Instructional Science*, 46, 337–355.
- Asterhan, C. S. C. (2018). Enablers and inhibitors of productive peer argumentation: Exploring the role of individual achievement goals and gender. *Contemporary Educational Psychology*, 54, 66-78.
- Rosenberg, H., & Asterhan, C. S. C. (2018). WhatsApp, teacher? Secondary school teachers and students on WhatsApp. *Journal of Information Technology Education: Research*, 17, 205-216.
- Ophir, Y., Asterhan, C. S. C., & Schwarz, B. B. (2019). Digital footprints of adolescent depression, social rejection and victimization of bullying on Facebook. *Computers in Human Behavior*, 91, 62-71.
- Asterhan, C. S. C., & Resnick, M. (2020). Refutation texts and argumentation for conceptual change: A winning or a redundant combination? *Learning & Instruction*, 65
- Ophir, Y., Sisso, I., Asterhan, C. S. C., Tikochinski, R., & Reichart, R. (2020). The Turker Blues: Hidden factors behind increased depression rates on Mechanical Turk. *Clinical Psychological Science*, 8(1) 65–8.
- Asterhan, C. S. C., Howe, C., Lefstein, A., Matusov, E., & Reznitskaya, A. (invited paper, in press). Controversies and consensus in research on dialogic teaching and learning. *Journal of Dialogic Pedagogy*, 8.
<https://doi.org/10.5195/dpj.2020.312>
- Bouton, E, Bar-Tal, S., & Asterhan, C. S. C. (submitted). Student peer knowledge sharing through social network sites in higher education.
- Babichenko, M., & Asterhan, C. S. C. & Lefstein, A. (submitted). Teacher team activity and collaborative inquiry into practice: Comparing video analysis, consultation, and planning.

OTHER PUBLICATIONS

Edited special issues

Tsovaltzi, D., Greenhow, C. & Asterhan, C. S. C. (2015). When friends argue: Learning from and through social network site discussions. Special issue in *Computer in Human Behavior*, 53.

Published reports

Avni-Babad, D. & Asterhan, C. (Eds) (2005). Teachers researching in school. Jerusalem: Israeli Ministry of Education (in Hebrew).

Asterhan, C., Hever, R., de Laat, M., Wichmann, A., Schwarz, B., Mishenkina, M., Gil, J., Penso, H., Tayer, N., de Groot, R., Wegerif, R., Chamrada, M., Harrer, A. & Hoppe, U. (2007). *ARGUNAUT deliverable D6.2: Evaluation report on the pedagogical content of the Argunaut system - Preliminary findings*. European Community Report (Project FP6-IST-027728), 174 pages.

Asterhan, C., Wichmann, A., Mansour, N., Wegerif, R., Hever, R., Schwarz, B., Williams, M. (2008). *ARGUNAUT deliverable D6.3: Evaluation report on the pedagogical content of the Argunaut system*. European Community Report (Project FP6-IST-027728), 143 pages.

Asterhan, C. & Lefstein A. (2020). Teacher Professional Development: Structures, Strategies, Principles and Effectiveness. In: Mikulincer, M. & Parzanchevsky-Amir, R. (eds.). *Optimal management of professional development and training in the education system – Status report and recommendations*. Jerusalem: Yozma – Centre for Knowledge and Research in Education, The Israel Academy of Sciences and Humanities (in Hebrew)

9. CONFERENCES AND PRESENTATIONS

Invited international presentations

- | | |
|------------|---|
| Dec, 2009 | Center for Argumentation and Reasoning, Dept. of Psychology, Diego Portales University, Santiago, Chile. Invited talk and workshop. |
| Sept, 2010 | Plenary keynote at the Segundo Congreso Nacional y Latino de Profesoras y Profesores de Ciencias de Educación Basica, Chilean Ministry of Education, Santiago, Chile. |
| June, 2012 | Plenary keynote (and methodological workshop) at "Analyses of Dialogues in Education: a comparison of settings and methodologies" conference. Utrecht University, Netherlands.
http://dialoguesineducation.wordpress.com/program/keynotes/ |
| May, 2015 | Invited speaker session at the annual meeting of the American Educational Research Association (AERA), "Socializing Intelligence Through Academic Talk and Dialogue" (w/ Lauren Resnick, Christa Asterhan, Sherice Clarke, Kris Gutierrez, Robert Floden). |
| May, 2016 | "Learning in Social Contexts" invited research conference, LRDC (U of Pittsburgh) & Tepper School of Business (Carnegie Mellon U). |
| Sept, 2016 | Department of Educational Sciences, Utrecht University, Netherlands. |
| Nov, 2016 | "Fomentar la argumentación para el aprendizaje: qué y por qué?" international seminar, Facultad de Psicología, Universidad Alberto Hurtado |
| May, 2017 | Faculty of Education, Cambridge University, UK. |

- May, 2017 Institute of Educational Research, Ruhr Universitat Bochum, Germany.
- Feb, 2018 “Using traces of digital activity to study and support learning and teaching” invited symposium, Institute of Educational Research, Ruhr Universitat Bochum, Germany.
- Feb, 2019 “Better learning through Argumentation” invited symposium, Masaryk University, Czech Republic.
- Jan, 2020 Plenary keynote, *Productive dialogue for teacher learning in professional communities*, I Congreso Internacional de Argumenacion, Aprendizaje y Educacion (13-14/1/2020). Alberto Hurtado University, Santiago, Chile.

Invited presentations – National (selected)

- April, 2012 Research Center for Innovation in Learning Technologies, Open University Israel
- Jan, 2012 Faculty of Industry and Management, Technion.
- Jan, 2013 Dept. of Learning, Teaching & Training, Faculty of Education, Haifa University
- March, 2014 Dept. of Education, Ben Gurion University of the Negev
- Jan, 2016 The 2016 Annual Faculty Day Talk. Levinsky College of Education, Jerusalem
- Jan, 2019 Workshop. 5th National conference of the Israeli Learning Sciences. Haifa, Technion.
- Feb, 2019 Closing keynote at the 14th CHAIS conference, Open University, Raanana, Israel. Title: “Meetings in the digital arena: Teachers, students and social network technologies”. <https://www.openu.ac.il/innovation/chais2019/#>

Organized symposia and discussion panels at international, peer-reviewed conferences

- 2008 "On socio-cognitive processes that promote learning from peer collaboration and why immediate transfer tests cannot always detect their effects". Symposium at ICLS, Utrecht, Netherlands
- 2008 B. B. Schwarz & C. S. C. Asterhan, "Inter- and intra-subjective planes of e-argumentation: Motivation, self-perception, expectations, and actual interlocutory behavior". Symposium at ICLS, Utrecht, Netherlands
- 2010 “Motivation and affect in peer argumentation and socio-cognitive conflict”. Symposium at ICLS, Chicago, IL
- 2010 Schwarz, B. B., & Asterhan, C. S. C., “Adaptive human guidance of computer-mediated group work”. Symposium at ICLS, Chicago, IL
- 2011 “Research on discursive teaching and learning: What have we learned and where are we heading next?” Discussion panel at the EARLI, Exeter, UK
- 2013 C. S. C. Asterhan & Clarke, S., “Enablers and barriers of productive learning dialogues: Where social meets cognitive”. Symposium at the EARLI, Munich, Germany

- 2014 Tsovaltsi, D. Asterhan, C. & Greenhow, C., "When Friends Argue: Investigating Argumentative Learning Processes in Facebook". Symposium ICLS, Boulder, CO
- 2016 "Digital support tools for teacher facilitation of student argumentation" Symposium at EARLI SIG 26, Gent, Belgium
- 2016 "Can you feel the heat? Affect in argumentation and conflict". Symposium at EARLI SIG 26, Dialogue and Reasoning, Gent, Belgium
- 2016 Nussbaum, M. & Asterhan, C., "The Psychology of Argumentation". Symposium at EARLI SIG 26, Gent, Belgium.
- 2016 Asterhan C., & Clarke, S., " Teachers and dialogue: From the classroom to the staffroom (and back)". Symposium at EARLI SIG 26, Gent, Belgium
- 2018 "In search of controversies and consensus on classroom dialogue." Discussion panel at the EARLI SIG 20&26 conference, Jerusalem, Israel

Conference presentations

- 2005 Paper. EuroCogSci07: The 2nd European Cognitive Science Conference. Delphi, Greece.
- 2005 Discussant. The 2nd European Cognitive Science Conference. Delphi, Greece.
- 2007 Paper. CSCL, Rutgers University, New Brunswick, NJ.
- 2008 Paper. Chais 2008 Conference, Raanana, Israel.
- 2008 Poster. Chais 2008 Conference, Raanana, Israel.
- 2008 Paper. ICLS 2008, Utrecht, Netherlands. [**Finalist for best student paper award**]
- 2008 Paper in symposium. ICLS 2008, Utrecht, Netherlands.
- 2008 Paper in symposium. ICLS, Utrecht, Netherlands.
- 2008 Paper in symposium. ICLS 2008, Utrecht, Netherlands.
- 2008 Paper. EARLI SIG3 (conceptual change), Turku, Finland.
- 2009 Paper. CSCL, Rhodes, Greece. [**Finalist for best paper award**]
- 2009 Short paper. CSCL, Rhodes, Greece.
- 2009 Poster. 37th Carnegie Symposium on Cognition, A Festschrift in honor of the scientific and educational contributions of David Klahr. Carnegie Mellon University, Pittsburgh, PA.
- 2009 Poster. NSF Science of Learning Centers PI meeting. Washington, DC.
- 2010 Paper. 3rd annual inter-Science of Learning Centers (iSLC) conference. Boston, MA.
- 2010 Poster. Intelligent Tutoring Systems (ITS) 2010. Pittsburgh, PA.
- 2010 Paper in symposium. The 2010 International Conference of the Learning Sciences, Chicago, IL.
- 2011 Paper. AERA research conference "Socializing intelligence through structured talk and dialogue", Pittsburgh, PA.
- 2012 Paper. EARLI SIG3 (Conceptual Change), Trier Germany.
- 2013 Paper. Chais 2013 Conference. Raanana, Israel.
- 2013 Paper. AERA, San Fransisco, CA.
- 2013 Paper. EARLI, Munich, Germany.
- 2013 Paper in symposium. EARLI, Munich, Germany.
- 2013 Paper in symposium. EARLI, Munich, Germany.
- 2014 Paper in symposium. ICLS, Boulder, CO.
- 2014 Poster. EARLI SIG3 (Conceptual Change). Bologna, Italy.

- 2015 Paper. The 19th Israel Communication Association, Ra'anana.
- 2015 Paper. Chais 2015 Conference. Raanana.
- 2015 Poster. International Convention of Psychological Science (ICPS). Amsterdam, Netherlands.
- 2015 Paper. EARLI, Cyprus.
- 2015 Paper. EARLI, Cyprus.
- 2015 Paper. EARLI, Cyprus.
- 2015 Paper in symposium. EARLI, Cyprus.
- 2015 Interactive poster. EARLI, Cyprus.
- 2016 Paper in symposium. EARLI SIG 26 (Argumentation, Dialogue and Reasoning), Gent, Belgium.
- 2016 Paper in symposium. EARLI SIG 26 (Argumentation, Dialogue and Reasoning), Gent, Belgium.
- 2016 Paper in symposium. EARLI SIG 26 (Argumentation, Dialogue and Reasoning), Gent, Belgium.
- 2016 Paper. EARLI SIG 26 (Argumentation, Dialogue and Reasoning), Gent,
- 2017 Poster in interactive poster session. Babichenko, M. **Asterhan, C.**, Lefstein, Belgium.
- 2017 Poster in interactive poster session. AERA 2017, San Antonio, TX.
- 2017 Paper in symposium EARLI 2017, Tampere, Finland
- 2017 Discussant in symposium. EARLI 2017 Tampere, Finland.
- 2017 Paper in symposium EARLI 2017, Tampere, Finland.
- 2017 Paper in symposium, EARLI 2017, Tampere, Finland.
- 2017 Paper. CSCL 2017, Philadelphia, PA.
- 2018 Paper. ICLS 2018, London, UK.
- 2018 Paper in symposium EARLI SIG 20&26, Jerusalem.
- 2018 Paper in Symposium EARLI SIG 20&26, Jerusalem.
- 2019 Poster in interactive poster session. AERA, Toronto, Canada.
- 2019 Discussant in symposium. EARLI 2019, Aachen, Germany.