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EMOTIONS: Characteristics, emergence and circulation in interactional learning; 4 FEELING AND MEANING IN THE SOCIAL ECOLOGY OF LEARNING: Lessons from play and games; SECTION 2 Social relations and identities; 5 KNOWLEDGE CO-CONSTRUCTION - EPISTEMIC CONSENSUS OR RELATIONAL ASSENT? 6 PAPER AND COMPUTERS: Gender differences in children's conversations in collaborative activitiesSECTION 3 Emotion and motivation; 7 MOTIVATION AND EMOTION SHAPING KNOWLEDGE CO-CONSTRUCTION; 8 REGULATING EMOTIONS TOGETHER FOR MOTIVATED COLLABORATION; SECTION 4 Tensions in groups; 9 IDENTIFYING AND OVERCOMING TENSION IN INTERDISCIPLINARY TEAMWORK IN PROFESSIONAL DEVELOPMENT; 10 GETTING ON AND GETTING ALONG: Tension in the development of collaborations; SECTION 5 Argumentation and emotion; 11 A SOCIOCULTURAL PERSPECTIVE ON CONFLICT IN ARGUMENTATIVE DESIGN 12 EPISTEMIC AND INTERPERSONAL DIMENSIONS OF PEER ARGUMENTATION: Conceptualization and quantitative assessment13 "LOOK WHO'S TALKING": Identity and emotions as resourcesto historical peer reasoning; AUTHOR INDEX; SUBJECT INDEX

Sommario/riassunto

In the twenty-first century, being able to collaborate effectively is important at all ages, in everyday life, education and work, within and across diverse cultural settings. People are increasingly linked by networks that are not only means for working and learning together, but are also ways of maintaining social and emotional support. Collaborating with others requires not only elaborating new ideas together, but also being able to manage interpersonal relations. In order to design and facilitate effective collaborative situations, the challenge is therefore to understand the interrelat
