***Comments***: We provide a script which is comprised of two different schemas, the concept grid and a conflict schema. The simple conflict schema that we provide in the last phase (phase 5) is not exactly similar to the argue graph (though the three first phases are provided) as we converge to the view a script with a small number of phases is more effective and can be analyzed more easily.

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| Concept grid with Conflict schema | Phase 1 | Phase 2 | Phase 3 | Phase 4 | Phase 5 |
| Task | The system distributes text among students describing a related theory | The system  distributes a list of four concepts among the students | A definition of all the concepts has to be developed | A synthetic composition of all the concepts has to be developed | Students are provided with a multiple choice questionnaire with four questions that have to be answered and an open text field to justify their answers |
| Scale | Eight students per two groups of four (A and B) | Eight students per groups of four (A and B) | Individual | Eight students per groups of four (A and B) | Four two-student groups |
| Task distribution | The two groups (A and B) are distributed with two conflicting roles and viewpoints | Each student is allocated with one concept. Each group is allocated with the same four concepts | Each student, according to his/her viewpoint (group A or B), writes a 10-20 line definition of the concept that is assigned to | Students work collaboratively to synthesis a concept grid by defining the differences among concepts1 | Each group is comprised by two students with conflicting viewpoints (one student from group A and one from B) |
| Mode | Asynchronous (text-based through a website) | Asynchronous (text-based through a website) | Asynchronous (text-based through a website) | Synchronous (videoconferencing and text-based) | Synchronous (videoconferencing and text-based) |
| Time scale | 5 min. | 5min. | 30min. | 30min. | 30min. |

Once phase 5 is over, the teacher gathers all the deliverables from phase 4 and phase 5 and evaluates the whole process. The ultimate objective for the teacher is to decide whether an extra phase that is added to the concept grid can deliver a more effective script in terms of learning outcome.

1: The task here (Phase 4) is to synthesis a definition to each concept. This task, in order to be performed, requisites the concept of «grounding», thus to ‘build’ a common understanding of what each partner mean.