

# CONTENTS

## Editorial

Alina Reznitskaya, Roman Švaříček .....	5
---	---

## Studies

Fabrizio Macagno, Chrysi Rapanta The Dimensions of Argumentative Texts and Their Assessment .....	11
--	----

Chrysi Rapanta Bewilderment as a Pragmatic Ingredient of Teacher-Student Dialogic Interactions .....	45
--	----

Alina Reznitskaya, Ian A. G. Wilkinson Measuring Production and Comprehension of Written Arguments in Upper-Elementary Grades .....	63
---	----

Dorothee Gronostay Are Classroom Discussions on Controversial Political Issues in Civic Education Lessons Cognitively Challenging? A Closer Look at Discussions with Assigned Positions .....	85
--	----

Na'ama Y. Av-Shalom, Randi M. Zimmerman, Clark A. Chinn, Ravit G. Duncan Analysis of Different Categories of Epistemic and Metacognitive Discourse in Argumentation .....	101
---	-----

Stuart Mcnaughton, Tong Zhu, Naomi Rosedale, Jacinta Oldehaver, Rebecca Jesson, Cynthia Greenleaf Critical Perspective Taking: Promoting and Assessing Online Written Argumentation for Dialogic Focus .....	119
---	-----

Roman Švaříček The Role of the Teacher in Supporting Students' Epistemic Thinking in Dialogic Argumentation. A Case Study .....	143
---	-----

Joe Oyler	
Exploring Teacher Contributions to Student Argumentation Quality .....	173
Markus Häikiöniemi, Sami Lehesvuori, Pasi Nieminen, Jenna Hiltunen, Kaisa Jokiranta	
Three Dimensions of Dialogicity in Dialogic Argumentation .....	199

### **Emerging Researchers**

Sinem Sozen Ozdogan, Bilal Ozçakir, Burcu Orhan	
A Case of Teacher and Student Mathematical Problem-Solving Behaviors from the Perspective of a Cognitive-Metacognitive Framework.....	221