

## **Omid Noroozi**

Tenure-Track Assistant Professor of Educational Technology  
Wageningen University and Research Center  
Chair Group of Education and Competence Studies  
PO Box 8130, 6700 EW Wageningen, The Netherlands  
Office phone: +31317482710; Mobile: +31639802957  
Office fax: +31317484573  
Email: [omid.noroozi@wur.nl](mailto:omid.noroozi@wur.nl); [omid\\_noroozi@yahoo.com](mailto:omid_noroozi@yahoo.com)  
Internet: <http://www.wageningenur.nl/en/Persons/O-Omid-Noroozi.htm>

First let me state that very recently, on January 11, 2013, I graduated with distinction, cum laude, after having defended my PhD thesis entitled 'Fostering Argumentation-Based Computer-Supported Collaborative Learning in Higher Education'. My research was supervised by prof. Martin Mulder (promotor), dr. Harm Biemans (co-promotor), and prof. Armin Weinberger (co-promotor). I will continue my career as Assistant Professor in Tenure Track at the Education and Competence Studies (ECS) Group, Wageningen University.

My doctoral dissertation looked at the effects of Computer-Supported Collaborative Learning (CSCL) platforms and their functionalities on both disciplinary and interdisciplinary learning. In my research, I designed various types of instructional interventions, e.g. scaffolding and scripting approaches, and tested their effects on a variety of learning process and outcome aspects in both real educational and control-based laboratory settings. My research program has covered a wide range of qualitative and quantitative methods to analyze various aspects of learning processes and outcomes in CSCL environments.

This research project has been the subject of many papers I have delivered at international conferences and various articles published in peer-reviewed ISI journals, such as *Computers in Human Behaviour*, *Educational Technology Research and Development*, *Educational Research Review*, *Learning and Instruction*, *International Journal of Computer-Supported Collaborative Learning*, *Computers and Education*. Based on these accomplishments, Wageningen University granted me a junior research award in 2010. This award was realized in the form of a visiting scholarship at the University of Michigan under the direction of Prof. Stephanie Teasley. In addition to networking and the exchange of ideas and information, this fruitful collaboration has resulted in some conference papers, and publications.

My current research focus is on scripting CSCL environments to facilitate argumentative knowledge construction and learning in real educational settings. Scripts have been shown to be a promising approach to orchestrate various roles and activities of learners. CSCL scripts can be used as an approach for procedural scaffolding of specific interaction patterns implemented into online learning environments. The purpose is to foster transactive knowledge sharing and domain-specific knowledge transfer in a CSCL setting using transactive memory and discussion scripts. A transactive memory script is a set of "role-by-expertise" prompts for building awareness about a learning partner's expertise, assigning and accepting task responsibility, and forming a collaboratively shared system of retrieving information based on specialized expertise. A transactive discussion script is a set of "elicit-and-integrate" prompts for making analyses of the argument(s) put forward by learning partners and constructing arguments that relate to already externalized arguments. In addition, I would like to investigate the individual and combined effects of these two kinds of scripts on the quality of both joint and individual problem solutions.

Although my dissertation and publications have focused primarily on CSCL and digitally-supported learning environments, my research interests also encompass the development of improved models and methods for the design, evaluation, improvement and upgrading of educational technologies, digital media, digitalized game-based learning, Web 2.0 environments, and e-learning and distance education in educational settings. Specifically, I would like to design digital games for facilitation of argumentation. Learning argumentation through game and technology is based on a socio-constructivist perspective in which learners acquire essential aspects of argumentation by practicing them, rather than reading and thinking, while engaging in an active dialogic process with learning partners. A promising approach to include motivational aspects of learning is to design educational games with technological innovations that provide learners with a great deal of opportunities for argumentation-based learning. In such a combination of learning with fun, games provide learners with a pleasant learning environment that can stimulate motivational aspects of learning, whilst the support from the technology offers the possibility of acquiring argumentation skills through scaffolding of argumentation.