

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