Promoting students ability to draw collaborative inferences from distributed information in group problem-solving: a training experiment

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Abstract: By drawing collaborative inferences, groups can co-construct new solution-relevant knowledge from information initially distributed between individuals. Such collaborative inferences result in a true assembly bonus; however, in unsupported collaboration, they are much less frequent than inferences from undistributed information (Meier & Spada, 2007). In an experiment, n=36 dyads of university students were trained to apply specific collaborative inferencing strategies. Four training interventions (no training