

discourseGT: An R package to analyze discourse networks in educational contexts

Joshua P. Le

University of California
San Diego

Albert Chai

University of California
San Diego

Andrew S. Lee

University of California
Los Angeles

Kevin Banh

University of California
San Diego

Priya Pahal

University of California
San Diego

Stanley M. Lo

University of California
San Diego

Abstract

Student collaborations and discussions in the classroom are important components of the learning process. Current methods for analyzing discourse in these educational contexts are predominantly qualitative. To complement the existing methodologies in education research, **discourseGT** is an R package that adapts graph theory and social network analysis to analyze conversation patterns when students collaborate in small groups. This software package takes data on the sequential student talk-turns in a classroom discussion and produces statistics and plots based on both graph theory and other non-graph theory parameters. Overall, these new features in **discourseGT** can provide insight on the dynamics of student discussions relevant to education researchers.

Keywords: student group work, discourse network, graph theory, **discourseGT**, R.

1. Introduction

Vygotsky postulated that social interactions are crucial to individual learning and cognitive development (Vygotsky 1978). Subsequent studies in education research have found that small-group discussions can help students develop disciplinary understanding (Freeman, Eddy, McDonough, Smith, Okoroafor, Jordt, and Wenderoth 2014) and enhance skills in problem solving (Heller, Keith, and Anderson 1992), critical thinking (Webb 1982, Gokhale (1995), Bligh, McNay, and Thomas (2000)), communication (Webb and Farivar 1994), and metacognition (Webb and Mastergeorge 2003, Veenman, Hout-Wolters, and Afflerbach (2006), Bromme, Pieschl, and Stahl (2010)). Furthermore, small-group discussions can also improve student interest and motivation (Skinner and Belmont 1993, Ryan (2000)) as well as course completion rates and persistence in science, technology, engineering, and mathematics (STEM) majors

(Tinto 1997, Freeman *et al.* (2014), Loes, An, Saichaie, and Pascarella (2017)).

Small-group discussions are typically studied using discourse analysis or other similar qualitative methodologies. Discourse analysis examines the content of a discussion and considers how and why certain actions occur (Gee 2010, Dunn and Neumann (2016)). In education research, discourse analysis has been used to study student cognition (King 1994, Fall, Webb, and Chudowsky (2000), Sfard (2001), Anderson, Nguyen-Jahiel, McNurlen, Archodidou, young Kim, Reznitskaya, Tillmanns, and Gilbert (2001), Kittleson and Southerland (2004), Webb, Nemer, and Ing (2006), Molenaar and Chiu (2017)), scientific argumentation (Chiu 2008a, Chiu (2008b), Soter, Wilkinson, Murphy, Rudge, Reninger, and Edwards (2008)) collaboration (Sfard, Kieran, and Forman 2001, Webb, Farivar, and Mastergeorge (2002), Empson (2003), Wells and Mejía-Arauz (2006), Premo, Cavagnetto, and Davis (2018)), classroom dynamics (Nystrand, Wu, Gamoran, Zeiser, and Long 2003, White (2003), Ikpeze and Boyd (2007)), and student identity in STEM (Brown, Treviño, and Harrison 2005, Bishop (2012), Wood (2013), Kumpulainen and Rajala (2017)). Most of these methodologies focus on the moment-to-moment discourse with in-depth qualitative analyses but do not follow how a discussion progresses from person to person over time in a quantifiable manner.

To complement these existing methodologies, we have developed a process that considers student discourse as a network (a “discourse network”) and quantitatively examines the dynamics of small-group discussions using graph theory and network analysis (Chai, Le, Lee, and Lo 2019, Liyanage, Lo, and Hunnicutt (2021)). Many contemporary applications and software packages are optimized for large-scale networks. For example, **igraph** (Csardi and Nepusz 2006), **network** (Butts 2021), and **sna** (Butts 2020) were developed to analyze social media networks (Jones, Bond, Bakshy, Eckles, and Fowler 2017), epidemiological networks (Christakis and Fowler 2011), and political networks (Hobbs, Burke, Christakis, and Fowler 2016), respectively. In contrast, discourse networks in educational contexts are substantially smaller, typically with only 3-8 students (Wagner and González-Howard 2018). Consequently, certain parameters that are relevant for these larger networks are not necessarily applicable, and analysis of discourse networks further demands additional parameters beyond what is available in graph theory (Chai *et al.* 2019, Lou, Abrami, and d’Apollonia (2001)).

We have decided to develop our software package with the R programming language (R Core Team 2021) because of its open-source nature and extensibility of packages. Instead of rebuilding every component from the beginning, we use existing network analysis software packages, including **igraph** (Csardi and Nepusz 2006), **ggpubr** (Kassambara 2020), **G-Gally** (Schloerke, Crowley, Cook, Briatte, Marbach, Thoen, Elberg, and Larmarange 2021), **network** (Butts 2021), **ggplot2** (Wickham, Chang, Henry, Pedersen, Takahashi, Wilke, and Woo 2021a), **dplyr** (Wickham, François, Henry, and Müller 2021b), **ggrepel** (Slowikowski 2021), and **sna** (Butts 2020), as well as other relevant software packages such as **BiocManager** (Morgan and Ramos 2021) and **RCy3** (Pico, Muetze, Shannon, Isserlin, Pai, Gustavsen, and Kolishovski 2021) in R, and **Cytoscape** (Shannon, Markiel, Ozier, Baliga, Wang, Ramage, Amin, Schwikowski, and Ideker 2003). At the time of writing, the current version of the package is 1.1.7 (<https://CRAN.R-project.org/package=discourseGT>) (Chai, Lee, Le, and Lo 2021), and the current version of the graphical user interface (GUI) is 1.1.0 (<https://sites.google.com/ucsd.edu/dgt/home>).

This paper is organized into five additional sections beyond the Introduction. Section 2 describes important background information including an operationalized definition of discourse networks with relevant graph theory parameters and other non-graph theory parameters.

Section 3 outlines the general workflow of **discourseGT**. Section 4 offers a step-by-step case example that contextualizes the workflow with sample data. Section 5 examines the potential limitations and future developments of **discourseGT**. Section 6 provides information on the software package and dependency versions used to generate the results in this paper. Section 7 acknowledges other contributors to the development and distribution of this software package.

2. Background

In any network, there exist nodes with edges connecting them (Godsil and Royle 2001). The precise meaning for these nodes and edges can change depending on the context of the network. Discourse networks require relational data that join two participants in a discussion with some kind of discourse connection (Wagner and González-Howard 2018). In our **discourseGT**, we track the sequential order of students who speak in a small-group discussion (Chai *et al.* 2019). Nodes represent members of the group, which are students and can also sometimes include peer facilitators, teaching assistants, and/or the instructor of a course. Edges represent talk-turns or the progression of different individuals speaking. A directed edge pointing from Node A to Node B indicates that Participant B spoke after Participant A. This directionality does not necessarily indicate that Participant A talked directly to Participant B, as all members of the group likely listened to the conversation. Instead, edges could be interpreted in a few different ways. Beyond tracking the sequential order of talk-turns, edges may indicate who is willing to speak after others, who contributes ideas that could be expanded upon or responded to, and/or who has the agency or power at the moment to speak in the group (Chai *et al.* 2019).

2.1. Graph Theory Parameters

In our previous work (Chai *et al.* 2019, Liyanage *et al.* (2021)), we identified a subset of graph theory parameters that are relevant to small-group discussions in educational contexts as shown in Table 1.

Table 1: Graph theory parameters used in **discourseGT**

Parameter	Graph Theory Definition	Social Network Definition	Discourse Network Definition
Node	An object of interest	Typically a person	Participant in a small group discussion
Edge	A connector between two nodes	Flow of information between two people	Talk-turn between two individuals
Direction	Defines which node points to another using the edge	Indicates which person has ties to the other	Indicates which individual talks after the other
Weight	A number associated with an edge	Frequency of information flow between two people	Frequency of a talk-turn between two individuals
Degree	Number of edges connected to a node	Number of people an individual has ties to	Number of people an individual talks before and after
Density	Number of edges divided by the number of possible edges	Interactions occurring among different people	Talk-turns occurring among different individuals
Centrality	A number for the importance of a given node in the graph	Amount of influence of each person	Amount of talk-turn contribution of an individual
Centralization	A number for the importance of the central node	Dependence of a network on its most active person	Dependence of a group on its most active individual
Subgraph	A smaller graph within a graph	Individuals who have closer ties to each other	Individuals who talk after each other more

2.2. Non-Graph Theory Parameters

In addition to parameters derived from graph theory and network analysis, **discourseGT** also computes non-graph theory (NGT) parameters that can provide additional insight into the dynamics of student discussions in small groups. These include episode length, number of talk-turns per hour, normalized turn ratio (NTR), and an equitability measurement.

In discourse networks, an “Episode” describes a subset of talk-turns within a discussion. The beginning and end of an episode are defined by and dependent on the researcher’s interest — e.g. bounded by responses to a specific question (Chai *et al.* 2019) or talk-turns within a specific classroom activity (Liyana *et al.* 2021). Episode length is the number of talk-turns within an episode, e.g. from question to question or from activity to activity. Longer episodes may indicate that participants are engaged in more in-depth discussions that require multiple talk-turns to elaborate on ideas.

The number of talk-turns per hour describes the rate at which a participant contributes to the conversation, allowing for the direct comparison of all participants within a group.

In **discourseGT**, a talk-turn can be classified as either a start to an episode (**ep_start**) or a continuation of an episode (**ep_cont**). Therefore, **discourseGT** computes the number of episode-start talk-turns per hour (Equation 1) and the number of episode-continue talk-turns per hour (Equation 2).

$$\text{ep_start per hour} = \frac{\text{Number of episode starts by a participant}}{\text{Time in hours}} \quad (1)$$

$$\text{ep_cont per hour} = \frac{\text{Number of episode continuations by a participant}}{\text{Time in hours}} \quad (2)$$

Normalized turn ratio (NTR) allows for the comparison of participant activities across discourse networks that may have different total numbers of talk-turns (Chai *et al.* 2019). In a given discussion, **discourseGT** calculates the fair-share number of talk-turns per participant (Equation 3), and NTR describes each of their participation relative to this fair share (Equation 4). If a participant has an NTR >1.0 , then they talked more than their fair share of talk-turns, independent of the size of the group. Similarly, if a participant has an NTR of <1.0 , then they talked less than their fair share of talk-turns.

$$\text{Fair share number of talk-turns} = \frac{\text{Total number of talk-turns}}{\text{Number of group participants (nodes)}} \quad (3)$$

$$\text{Normalized Turn Ratio (NTR)} = \frac{\text{Number of talk-turns by a participant}}{\text{Fair share number of talk-turns}} \quad (4)$$

To determine the equitability of talk-turn contributions from different participants within a group, (**discourseGT**) uses the Shannon Evenness Index (E_H). E_H relies on the Shannon Diversity Index (H'), which was originally developed to measure the diversity or uncertainty of words in a string of text (Shannon 1948) and has been widely used as a measurement of biodiversity within ecosystems (Pielou 1966). E_H allows for the direct comparison of discourse networks among each other with a single measurement that describes the equitability of the distribution of talk-turns among all participants within a small-group discussion.

$$E_H = \frac{H'}{\ln S} \quad (5)$$

$$H' = - \sum_{i=1}^S p_i \cdot \ln p_i \quad (6)$$

Here, i is the index for each individual node representing a participant, and S is the total number of participants in a discourse network. For each node, p_i describes the proportion of talk-turns taken by that participant out of the total number of talk-turns in the discourse network.

E_H has a range from 0 to 1, inclusive, where 1 represents the maximum equitability among the participants within the discourse network.

3. discourseGT Workflow

3.1. General Workflow

The functions of **discourseGT** were designed to be as modular as possible, making it possible to only run analyses of interest. Figure 1 represents the general workflow of **discourseGT**, and Table 2 describes explicit function names organized by their general uses.

Figure 1: General workflow of **discourseGT**. The raw data can either be converted to an **igraph** object for further analysis or directly passed for NGT analysis. All console output can be permanently stored to the user's local disk. Green represents the start of the workflow. Purple represents steps necessary to generate an **igraph** object. Blue represents the potential downstream uses of an **igraph** object. Orange represents NGT analysis. Red signals the end of the workflow.

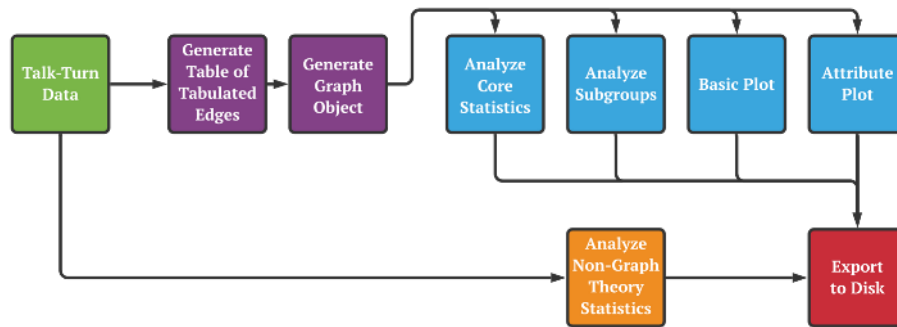


Table 2: List of all **discourseGT** functions

Phase	Function Name	Parameter(s)	Description
Purple	<code>tabulate_edges()</code>	<p><code>input</code> – <code>data.frame</code> or <code>string</code>. Points to <code>.csv</code> file with talk-turn data in the question-and-response format.</p> <p><code>iscsvfile</code> – <code>boolean</code>. TRUE if input is a <code>.csv</code> file. Else FALSE.</p> <p><code>silentNodes</code> – <code>integer</code>. The number of nodes that do not interact with others.</p>	Calculates the weighted edge list from the input data and number of silent nodes not captured in the data.
Purple	<code>prepareGraphs()</code>	<p><code>raw_data_input</code> – <code>list</code>. Output of <code>tabulate_edges()</code>.</p> <p><code>project_title</code> – <code>string</code>. Sets the title of the project.</p> <p><code>weightedGraph</code> – <code>boolean</code>. TRUE if downstream analysis should account for weighted edges. Else FALSE.</p>	Prepares the igraph object from the weighted edge list. This is utilized by several downstream analytical functions.
Blue	<code>coreNetAnalysis()</code>	<code>ginp</code> – <code>list</code> . Output of <code>prepareGraphs()</code> .	Analyzes the input igraph object and returns basic network statistics, as reasoned in Chai et al. 2019.

Phase	Function Name	Parameter(s)	Description
Blue	<code>subgroupsNetAnalysis()</code>	<p><code>ginp</code> – list. Output of <code>prepareGraphs()</code>.</p> <p><code>raw_input</code> – data.frame. Points to the original talk-turn data in the question-and-response format.</p> <p><code>normalized</code> – boolean. Whether or not to normalize the betweenness centrality values relative to the graph.</p>	Analyzes the input igraph object for potential subgroups.
Blue	<code>summaryNet()</code>	<p><code>netintconfigData</code> – list. Output of <code>prepareGraphs()</code>.</p> <p><code>coreNetAnalysisData</code> – list. Output of <code>coreNetAnalysis()</code>.</p> <p><code>subgroupsNetAnalysisData</code> – list. Output of <code>subgroupsNetanalysis()</code>.</p> <p><code>display</code> – boolean. Whether or not to print output to console.</p>	Summarizes the analytical output from several other functions into a single output.

Phase	Function Name	Parameter(s)	Description
Blue	<code>basicPlot()</code>	<p><code>ginp</code> – <code>list</code>. Output of <code>prepareGraphs()</code>.</p> <p><code>graph_selection_input</code> – <code>integer</code>. Numerical value from 0 to 2, inclusive, which selects the graphing algorithm used. 0 = Fruchterman Reingold, 1 = Kamada Kawai, and 2 = Reingold Tilford.</p> <p><code>curvedEdgeLines</code> – <code>boolean</code>. Whether or not to curve graph edges.</p> <p><code>arrowSizeMultiplier</code> – <code>numeric</code>. Scales arrow sizes based on input factor.</p> <p><code>logscale</code> – <code>boolean</code>. If <code>TRUE</code>, scale graph edges logarithmically. Else do not.</p> <p><code>logBase</code> – <code>integer</code>. Logarithmic base to scale graph edges.</p>	Plots a basic network graph utilizing the default R visualization backend.

Phase	Function Name	Parameter(s)	Description
Blue	plot1Att()	<p><code>data</code> – <code>list</code>. Output of <code>prepareGraphs()</code>.</p> <p><code>prop</code> – <code>integer</code>. Rescales the graph edge sizes.</p> <p><code>graphmode</code> – <code>string</code>. Specifies the graphing algorithm used. Refer to <code>gplot.layout</code> for more options.</p> <p><code>attribute</code> – <code>list</code>. Mapping to the attribute information.</p> <p><code>attribute.label</code> – <code>string</code>. Name of attribute to display in the graph.</p> <p><code>attribute.node.labels</code> – <code>list</code>. Mapping to the node labels.</p> <p><code>attribute.nodesize</code> – <code>integer</code> or <code>list</code>. Mapping to universal or individualized node sizes, respectively.</p>	Plots a network graph with a single input attribute. Utilizes the ggplot2 [R-ggplot2] backend.

Phase	Function Name	Parameter(s)	Description
Blue	plot2Att()	<p><code>data</code> – <code>list</code>. Output of <code>prepareGraphs()</code>.</p> <p><code>prop</code> – <code>integer</code>. Rescales the graph edge sizes.</p> <p><code>graphmode</code> – <code>string</code>. Specifies the graphing algorithm used. Refer to <code>gplot.layout</code> for more options.</p> <p><code>attribute1</code> – <code>list</code>. Mapping to the first attribute information.</p> <p><code>attribute2</code> – <code>list</code>. Mapping to the second attribute information.</p> <p><code>attribute1.label</code> – <code>string</code>. Name of the first attribute to display in the graph.</p> <p><code>attribute2.label</code> – <code>string</code>. Name of the second attribute to display in the graph.</p> <p><code>attribute.node.labels</code> – <code>list</code>. Mapping to the node labels.</p> <p><code>attribute.nodesize</code> – <code>integer</code> or <code>list</code>. Mapping to universal or individualized node sizes, respectively.</p>	Plots a network graph with two input attributes. Utilizes the ggplot2 [R-ggplot2] backend.

Phase	Function Name	Parameter(s)	Description
Orange	plotNGTData()	<p><code>data</code> – <code>data.frame</code> or <code>string</code>. Points to <code>.csv</code> file with talk-turn data in the question-and-response format.</p> <p><code>convoMinutes</code> – <code>integer</code>. Length of conversation, in minutes.</p> <p><code>iscsvfile</code> – <code>boolean</code>. TRUE if input is a <code>.csv</code> file. Else FALSE.</p> <p><code>silentNode</code> – <code>integer</code>. The number of nodes that do not interact with others.</p>	Analyzes non-graph theory statistics and visualizes them in three plots. These are elaborated on in Chai et al. 2019.
Red	writeData()	<p><code>project_name</code> – <code>string</code>. Sets the title of the project.</p> <p><code>objectfile</code> – <code>list</code>. The object to be exported to disk.</p> <p><code>dirpath</code> – <code>string</code>. The location on disk where the exported file will be written.</p>	Writes any data object file as an appropriate format to a specified user directory. Images are saved with a resolution of 300dpi.

3.2. Data Structure

Collecting and formatting data for analysis by **discourseGT** is based on episodes and talk-turns (Chai *et al.* 2019). Talk-turn data should be recorded as participants speak sequentially, which can be done with life observations in real time (Chai *et al.* 2019) or analysis of video or audio transcripts (Liyanage *et al.* 2021). Be prepared to record the duration of the discussion (in minutes), which is required to determine the number of episode starts and episode continuations per unit of time. Talk-turn data are collected in a two-column table that tracks episode starts (`ep_start`) and episode continuations (`ep_cont`) and with each participant in the group assigned a unique identifier, such as a number (Table 3). Each row should only have a single participant’s identifier entered once either in the `ep_start` or `ep_cont` column.

An entry in the `ep_start` column denotes the beginning of a new episode. The boundaries of an episode are defined by the researcher and the research question, although these definitions should be set consistently within a study. It is vital that the column names in the data are explicitly labeled as `ep_start` and `ep_cont`, respectively. Raw data may be prepared using most spreadsheet software or text editors, but it should ultimately be saved as a comma-separated file (`.csv`).

Table 3: Formatted talk-turn data ready for **discourseGT** analysis. In this example, an episode is defined arbitrarily as a topic (not shown) — that is, each episode is a relevant discussion on a single topic. There are two episodes. The first episode is three talk-turns long, with Participant 1 initiating the episode. Participant 3 then spoke, followed by Participant 2. The second episode has two talk-turns, with Participant 4 starting a new episode and Participant 2 speaking next to complete the overall discussion. It is important to note that the duration of the conversation (in minutes) is not a part of the table. Rather, it should be recorded elsewhere for use in NGT analysis.

<code>ep_start</code>	<code>ep_cont</code>
1	NA
NA	3
NA	2
4	NA
NA	2

4. Worked Case Example

The **discourseGT** software package comes equipped with example data. Here, we will utilize these data to demonstrate its utility in examining discourse networks.

To get started, install the software package through the Comprehensive R Archive Network (CRAN). Load it using:

```
R> library(discourseGT)
```

4.1. Importing Data

Raw data can be imported using the `read.csv()` function. For the sake of utilizing the example data, however, it is useful to duplicate it by assigning its values to a new variable. Once it has been duplicated, view the head of the data to ensure that it has been properly imported:

```
R> data <- sampleData1
R> head(data)
```

```
  ep_start ep_cont
1         1      NA
```

2	NA	3
3	NA	4
4	NA	1
5	NA	2
6	NA	1

4.2. Preparing the igraph Object

Prior to generating the **igraph** object, a weighted edge list needs to be generated from the imported raw data. By default, the weight of an edge is defined as the number of times an edge has occurred between two nodes. Weights can be redefined based on other available criteria, but this must be done manually.

```
R> # Calculate the weighted edge list
R> tabEdge <- tabulate_edges(data, iscsvfile = FALSE, silentNodes = 0)
R> # Check the weighted edge list
R> head(tabEdge$master)
```

	source	target	weight
1	1	1	8
2	2	1	25
3	3	1	49
4	4	1	75
5	1	2	28
6	3	2	11

Recall that an **igraph** object is the core input to many of the modular analytical functions offered in **discourseGT**. To generate an **igraph** object, the following information is required:

- The variable that stores the weighted edge list
- The title of the project. Default: `null`
- Is the graph weighted? Default: `TRUE`

```
R> prepNet <- prepareGraphs(tabEdge, project_title = "Sample Data 1",
+   weightedGraph = TRUE)
```

The graph settings specified by this function will influence the analytical output of downstream functions.

4.3. Running Graph Theory Analysis

discourseGT offers graph theory-based analytics via two separate functions. The first, `coreNetAnalysis()`, will perform core operations that produce the parameters previously detailed in Table 1 on page 4. It will count the number of nodes, and edges, calculate edge weights, average graph degree, modularity, centrality, and related graph theory parameters. To run the function and store it in a variable:

```
R> coreNet <- coreNetAnalysis(prepNet)
```

The second, `subgroupsNetAnalysis()`, utilizes the Girvan-Newman algorithm to detect subgroups within the overall network (Girvan and Newman 2002), such that:

```
R> subNet <- subgroupsNetAnalysis(prepNet, raw_input = data, normalized = TRUE)
```

4.4. Generating Summaries

While it is possible to display the generated **igraph** object, core network statistics, and subgroup statistics as separate outputs, it can be helpful to view them as an overall summary of a network's graph theory analytics. Furthermore, combining all of these outputs into a single variable is a necessary step in exporting them as a single text file. The `summaryNet()` function will combine the outputs from `prepareGraphs()`, `coreNetAnalysis()`, and `subgroupsNetAnalysis()` as such:

```
R> summaryData <- summaryNet(netintconfigData = prepNet, coreNetAnalysisData = coreNet,
+   subgroupsNetAnalysisData = subNet, display = TRUE)
```

```
===== BEGIN SUMMARY =====
discourseGT R Package - Production
Package Version: [1] '1.1.7'
Graph Results - Project Summary

-----PROJECT DETAILS-----
Name of Project: Sample Data 1
Summary Results Generated On: [1] "2021-09-03 03:17:51 EDT"

-----GRAPH CONFIGURATION-----
Weighted Graph: TRUE

-----CORE PARAMETERS ANALYSIS-----
Number of Edges: 12
Number of Nodes: 4
Weighted Edges: 465
Graph Adjacency Matrix:
4 x 4 sparse Matrix of class "dgCMatrix"
  1  2  3  4
1  . 28 47 74
2 25  . 13 14
3 49 11  . 52
4 75 13 52  .

Network Density: 1
Average Degree: 6
Strong/Weak Interactions:
```

```
1 2 3 4
1 1 1 1
```

Unrestricted Modularity:

-----GRAPH CENTRALITY-----

Degree Centrality:

\$res

```
[1] 6 6 6 6
```

\$centralization

```
[1] 0
```

\$theoretical_max

```
[1] 12
```

Articulation Points List:

+ 0/4 vertices, named, from 0cb105f:

Reciprocity: 1

-----SUBGROUPS AND MODULARITY-----

Girvan-Newman Subgroups Detection:

IGRAPH clustering edge betweenness, groups: 1, mod: 0

+ groups:

\$`1`

```
[1] "1" "2" "3" "4"
```

Betweenness:

```
1 2 3 4
```

```
0 1 0 0
```

Normalized Betweenness: TRUE

Group Core Members:

```
1 2 3 4
```

```
6 6 6 6
```

Graph Symmetry of Members:

\$mut

```
[1] 6
```

\$asym

```
[1] 0
```



```
$null  
[1] 0
```

Graph Connectedness Census:

```
4  
1
```

Neighborhood List for Each Adjacent Node:

```
[[1]]  
+ 4/4 vertices, named, from 0cb105f:  
[1] 1 2 3 4
```

```
[[2]]  
+ 4/4 vertices, named, from 0cb105f:  
[1] 2 1 3 4
```

```
[[3]]  
+ 4/4 vertices, named, from 0cb105f:  
[1] 3 1 2 4
```

```
[[4]]  
+ 4/4 vertices, named, from 0cb105f:  
[1] 4 1 2 3
```

Transitivity/Clustering Coefficients:

Local Transitivity values:

```
[1] 0.2 0.2 0.2 0.2
```

Global Transitivity values:

```
[1] 1
```

-----DISCLAIMER AND WARRANTY OF PROVIDED RESULTS AND CODE-----

Results from Code:

The researcher(s) are primary responsible for the interpretation of the results presented here with the script. The authors accept no liability for any errors that may result in the processing or the interpretation of your results. However, if you do encounter errors in the package that should not have happened, please let us know

Code Warranty:

MIT License

Copyright (c) 2018 Albert Chai, Andrew S. Lee, Joshua P. Le, and Stanley M. Lo

Permission is hereby granted, free of charge, to any person obtaining a copy of this software and associated documentation files (the 'Software'), to deal in the Software without restriction, including without limitation the rights to use, copy, modify, merge, publish, distribute, sublicense, and/or sell copies of the Software, and to permit persons to whom the Software is furnished to do so, subject to the following conditions:

The above copyright notice and this permission notice shall be included in all copies or substantial portions of the Software.

THE SOFTWARE IS PROVIDED 'AS IS', WITHOUT WARRANTY OF ANY KIND, EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT. IN NO EVENT SHALL THE AUTHORS OR COPYRIGHT HOLDERS BE LIABLE FOR ANY CLAIM, DAMAGES OR OTHER LIABILITY, WHETHER IN AN ACTION OF CONTRACT, TORT OR OTHERWISE, ARISING FROM, OUT OF OR IN CONNECTION WITH THE SOFTWARE OR THE USE OR OTHER DEALINGS IN THE SOFTWARE.

===== END SUMMARY =====

4.5. Basic Visualization

discourseGT offers several methods to visualize networks. For a basic network graph, `basicPlot()` should be used, and its parameters should be modified to suit the needs of the user. These options include modifications to the plotting algorithm, edge curvature, arrow size, and edge weight scaling.

Its default plotting algorithm is Fruchterman Reingold, denoted by 0 ([Fruchterman and Reingold 1991](#)). This is typically the best option to use because it attempts to minimize edge intersections in the final plot, improving readability. Other projections include Kamada Kawai ([Kamada and Kawai 1989](#)) and Reingold Tilford ([Reingold and Tilford 1981](#)), denoted by 1 and 2, respectively.

Edge curvature defaults to `TRUE` so that differences in talk-turn taking between nodes can be distinguished. Consider two participants, represented as Node A and Node B. It is entirely possible for Node A to talk after Node B more than Node B talks after Node A. Consequently, the two edges that point in each direction will have different weights, and these can only be visually seen if they are curved instead of overlapping. On the other hand, graphs without curved edges may improve clarity. This can be especially favorable when plotting an unweighted graph.

To modify arrow sizes, a multiplier can be passed to `arrowSizeMultiplier`. The default value is 1. Any values < 1.0 will shrink the arrow, and vice versa. Again, this feature is added to improve readability in specific cases.

Lastly, edge weight scaling is best used for improved visualization of larger, weighted datasets. Due to the increase in raw edges, default plotting may yield unreadable results. We implemented Equation 7 to do so according to a linear scale. This method allows for users to

visually compare talk-turn frequencies within a graph, which is not as intuitive with other forms of scaling.

$$y = \frac{(\text{scaledMax} - \text{scaledMin}) \cdot (\text{eachEdgeWeight} - \text{rawMin})}{\text{rawMax} - \text{rawMin}} + \text{scaledMin} \quad (7)$$

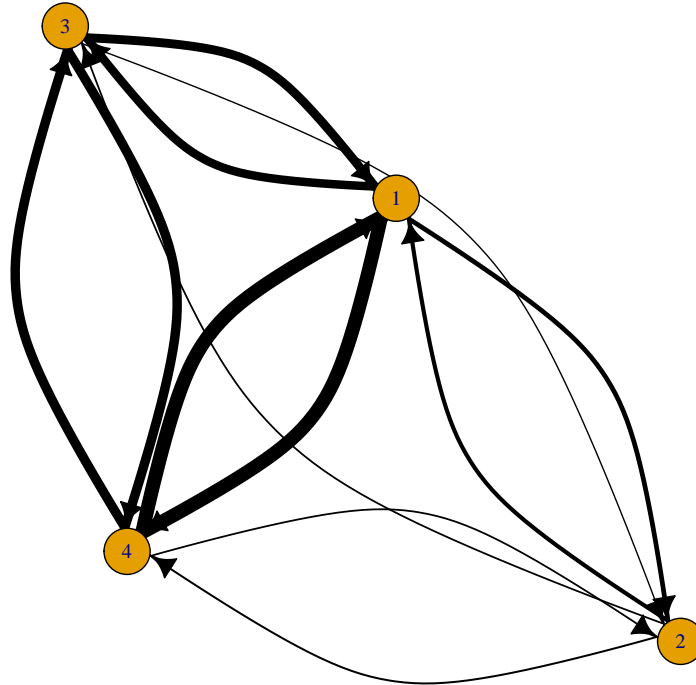
Here, each edge weight is individually scaled to a new value y . `scaledMax` and `scaledMin` are the user-defined boundaries of a new scale for all weighted edges. `rawMin` and `rawMax` are the minimum and maximum edge weights that are extracted from the raw data via the `prepareGraphs()` function. `eachEdgeWeight` refers to the weight of each unique edge.

For users, `scaledMax` must be greater than or equal to `scaledMin`. These variables may also be set to equal, non-zero values to produce an unweighted version of the graph.

Note that while both `scaledMin` and `scaledMax` can theoretically be set to 0, we advise against this because the resulting graph will appear to have no edges. Likewise, if `scaledMin` is set to 0 while `scaledMax` is a non-zero value, the resulting graph will appear to have no edges where the most infrequent talk-turns occurred. This may have some functionality depending on the user's use-case.

Below is an example of a graph that uses the Fruchterman Reingold projection, linearly scales the dataset to new weighted edge boundaries of [1, 10], and applies a scale of 2 to the arrow sizes.

```
R> basicPlot(prepNet, graph_selection_input = 0, curvedEdgeLines = TRUE,
+   arrowSizeMultiplier = 2, scaledEdgeLines = TRUE, scaledMin = 1,
+   scaledMax = 10)
```

Sample Data 1

In this plot, it can be easily seen that the fewest number of talk-turns relative to the entire discourse network occurred between Nodes 2 and 3 as well as Nodes 2 and 4. Nodes 1 and 2 shared the next fewest number of talk-turns, followed by Nodes 1 and 3 and Nodes 3 and 4. Nodes 1 and 4 shared the greatest number of talk-turns between them. In each of these node pairs, the conversation appeared to travel equally between the nodes involved, as the edges of similar thickness indicate. Note that we cannot view any attribute data about the nodes here.

4.6. Attribute Visualization

To add attributes to a network graph, the `plot1Att()` and `plot2Att()` functions can be used. These functions utilize the `ggplot2` backend with `GGally` (Wickham *et al.* 2021a, Schloerke *et al.* (2021)), giving them an appearance distinct from the previously discussed `basicPlot()` function.

Before starting, ensure that a properly formatted `data.frame` with attributes is in the working environment. Displayed below is an example attribute dataset included with **discourseGT**:

```
R> attData <- attributeData
R> head(attData)
```

	node	gender	ethnicity	current_gpa	first_generation
1	1	female	white	3.56	no
2	2	male	white	3.26	yes
3	3	female	asian	3.46	no
4	4	male	african_american	3.60	yes

	stem_major	major	course_reason	class_level
1	yes	bioengineering	major	junior
2	no	political_science	ge	senior
3	yes	biology	major	sophomore
4	yes	chemistry	elective	junior

	number_prior_ap	residency	sat_score
1	0	CA	1323
2	2	CA	1449
3	3	CA	1228
4	4	WA	1494

Note that the first column, `node`, contains each node name that was included in the initial imported data. This is a crucial aspect to the attribute data because it identifies attributes associated with particular nodes for `plot1Att()` and/or `plot2Att()`.

Similarly to the `basicPlot()` function, the attribute plotting functions include options to modify the overall projection, albeit less granular. These include edge scaling, node sizes, and plotting algorithm.

Edge weight scaling can be modified by changing the value of `prop`, and node sizes can be modified by changing the value of `attribute.nodesize`. Each of these have a default value of 20, although this is arbitrary. The user should find the best settings that suit their use case.

The default plotting algorithm is again Fruchterman Reingold for its readability ([Fruchterman and Reingold 1991](#)). Here, however, this option is indicated by passing `fruchtermanreingold` into the function. Other projections can be found with `gplot.layout`.

Lastly, it is important to note that only 1 or 2 attributes can be plotted at once. These cases should utilize the `plot1Att()` and `plot2Att()` functions, respectively.

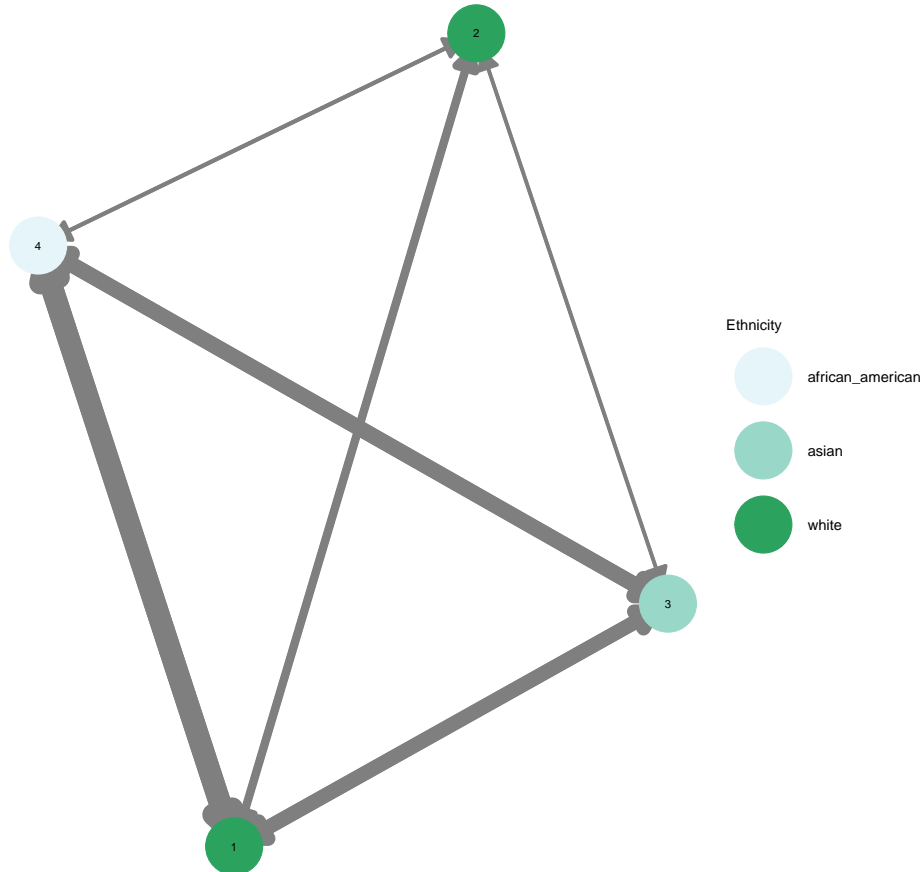
Below is an example of an attribute graph with larger-than-default edge sizes and smaller-than-default node sizes. It utilizes the Fruchterman Reingold projection.

```
R> plot1Att(prepNet,
+           prop = 40,
+           graphmode = "fruchtermanreingold",
+           attribute = attData$ethnicity,
+           attribute.label = "Ethnicity",
+           attribute.node.labels = attData$node,
+           attribute.nodesize = 16)
```

```
Registered S3 method overwritten by 'GGally':
  method from
+ .gg ggplot2
```

```
$g2plot
```

Sample Data 1



```
$saveDataVar
```

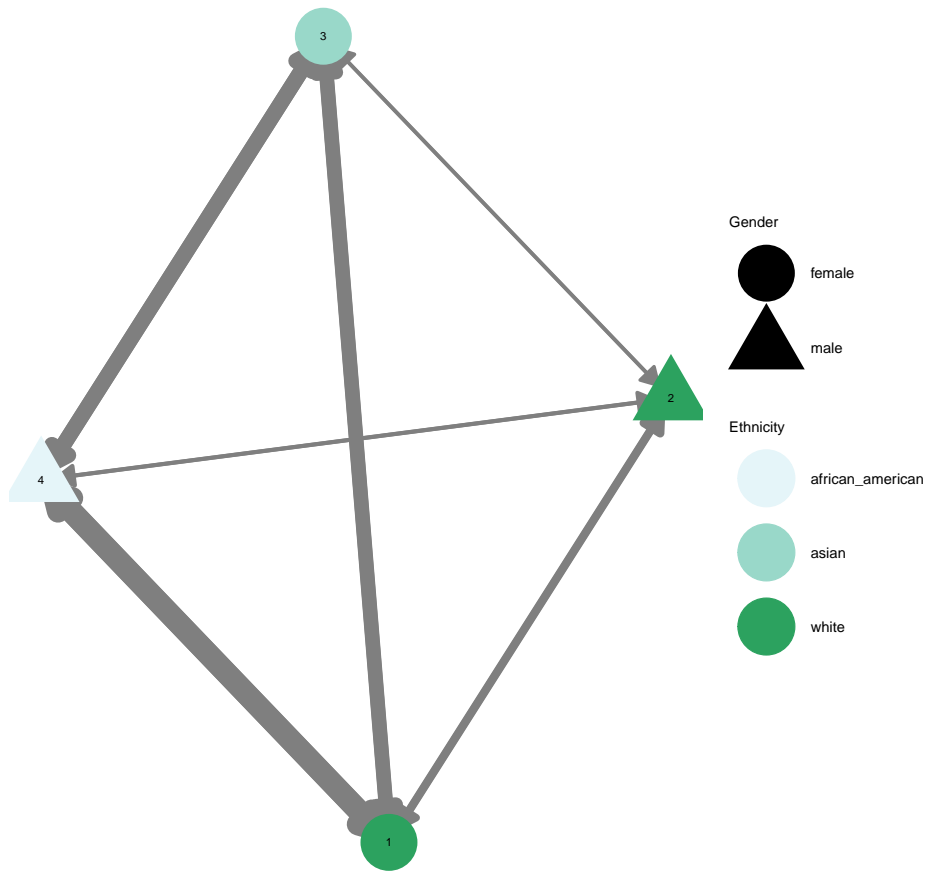
```
[1] 1
```

To plot a second attribute to a network, utilize `plot2Att()` with the aforementioned notation. The following graph showcases the network with both ethnic and gender data:

```
R> plot2Att(prepNet,
+           prop = 40,
+           graphmode = "fruchtermanreingold",
+           attribute1 = attData$ethnicity,
+           attribute2 = attData$gender,
+           attribute1.label = "Ethnicity",
+           attribute2.label = "Gender",
+           attribute.node.labels = attData$node,
+           attribute.nodesize = 16)
```

```
$g2plot
```

Sample Data 1



```
$saveDataVar
[1] 2
```

4.7. Customizable Visualization

Further graph customizability, such as node placements, can be achieved with **Cytoscape**, an open-source network plotting software (Shannon *et al.* 2003). In order to utilize this method:

1. Download & install **Cytoscape**.
2. Install RCy3 (Pico *et al.* 2021) using the BiocManager package (Morgan and Ramos 2021).
3. Plot the **igraph** object and modify it in **Cytoscape**.

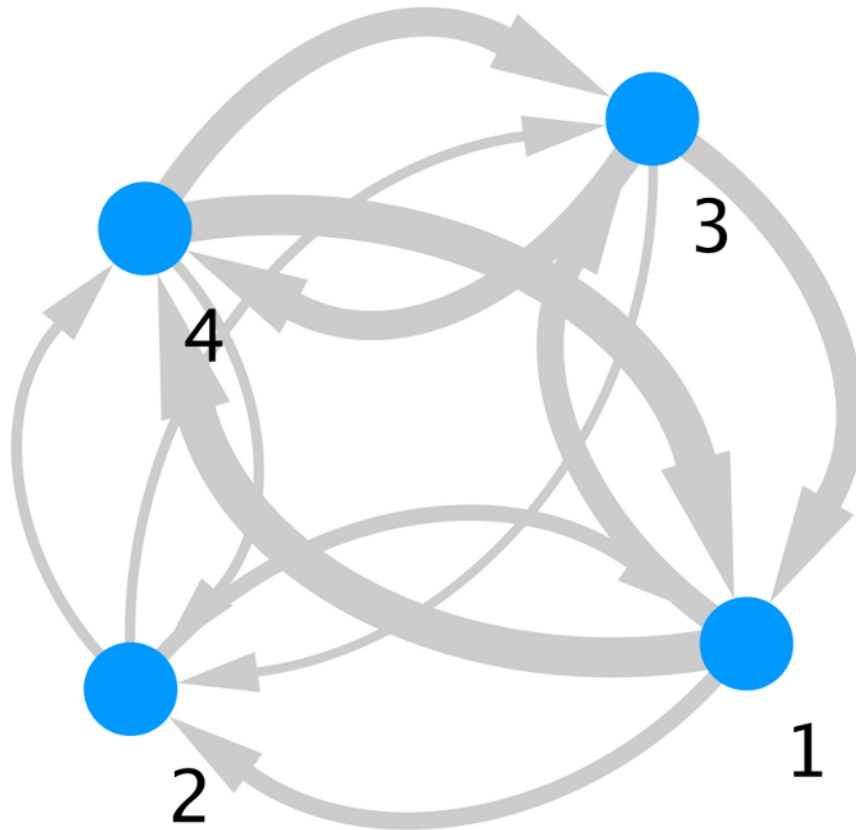
Assuming that **Cytoscape** is installed, install and load RCy3 to properly link it to R. This can be done by:

```
R> install.packages("BiocManager")
R> BiocManager::install("RCy3")
R> library(RCy3)
```

To plot a graph, first ensure that a new **Cytoscape** session is loaded. Then, utilize the following command to send an **igraph** object to the GUI:

```
R> createNetworkFromIgraph(prepNet$graph)
```

The graph will now appear in **Cytoscape**, where further modifications can be made.



4.8. Running Non-Graph Theory Analysis

Recall that **discourseGT** does not require an **igraph** object to produce NGT analysis. Rather, `plotNGTData()` utilizes the raw, two column data to generate its output. Additionally, it requires the duration of the conversation (in minutes) and the number of silent nodes (i.e. participants who did not speak at all) in the discourse network. The function outputs the previously-discussed NGT parameters and three individual graphs. The raw data are also exported alongside the graphs, giving the user greater flexibility in creating their own NGT visualizations.

```
R> plotNGTData(data = data, convoMinutes = 90, iscsvfile = FALSE,
+             silentNodes = 0)
```


\$ngt_std_stats1

	participant	ep_start	ep_cont	total_count	total_edges_in_out
1	1	27	131	158	314
2	2	6	46	52	104
3	3	11	104	115	230
4	4	20	121	141	282

	edge_by_part	ep_starts_hour	ep_conts_hour
1	157	18.000000	87.333333
2	52	4.000000	30.666667
3	115	7.333333	69.333333
4	141	13.333333	80.666667

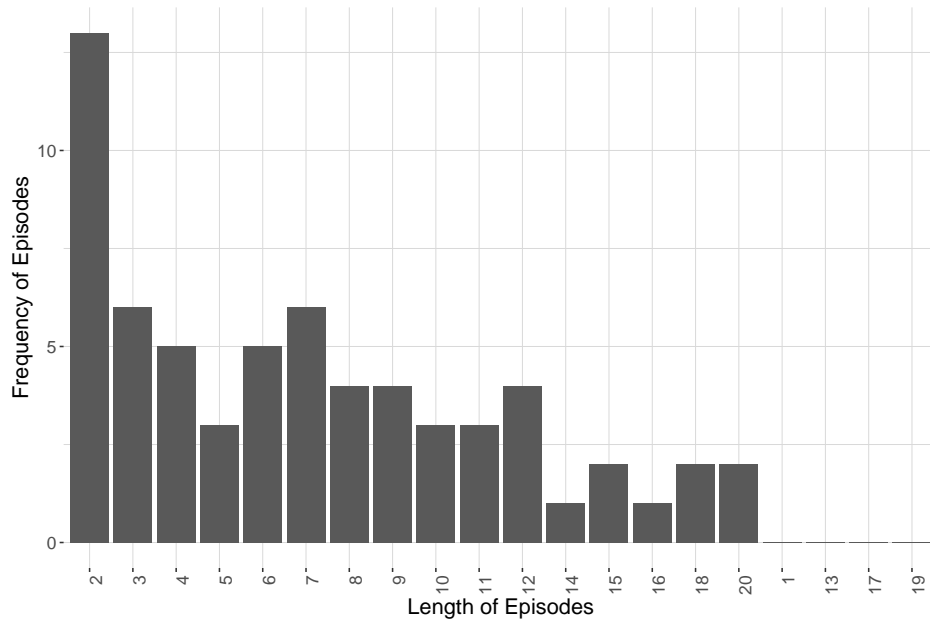
\$ngt_std_stats2

	length_of_ep	freq_of_ep
1	2	13
2	3	6
3	4	5
4	5	3
5	6	5
6	7	6
7	8	4
8	9	4
9	10	3
10	11	3
11	12	4
12	14	1
13	15	2
14	16	1
15	18	2
16	20	2
17	1	0
18	13	0
19	17	0
20	19	0

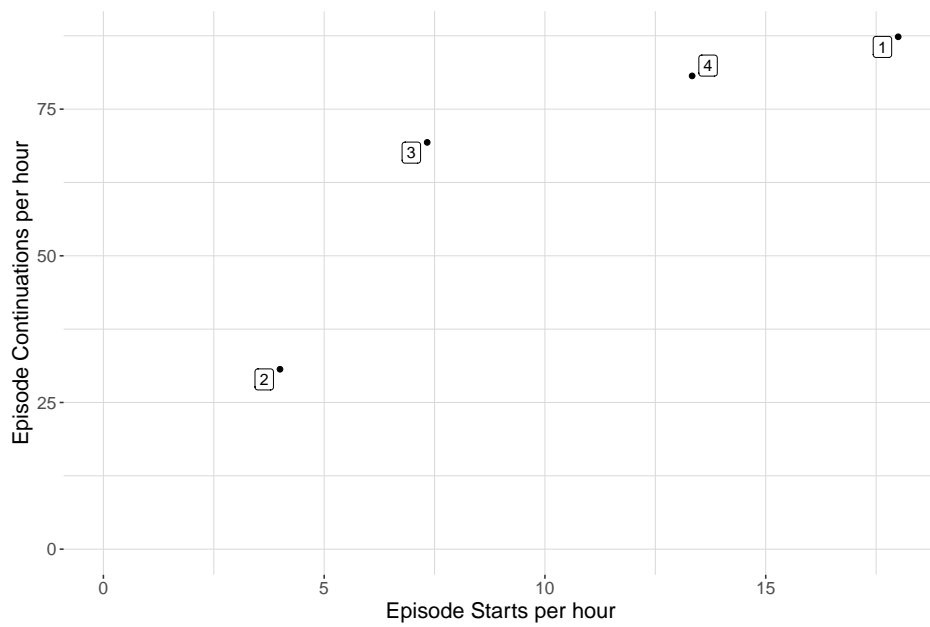
\$ngt_adv_stats

	participant	normalized_turn_ratio	indv_SDI_arg	SDI	SEI
1	1	1.3505376	-0.3666006	1.318946	0.9514183
2	2	0.4473118	-0.2449920	1.318946	0.9514183
3	3	0.9892473	-0.3455207	1.318946	0.9514183
4	4	1.2129032	-0.3618325	1.318946	0.9514183

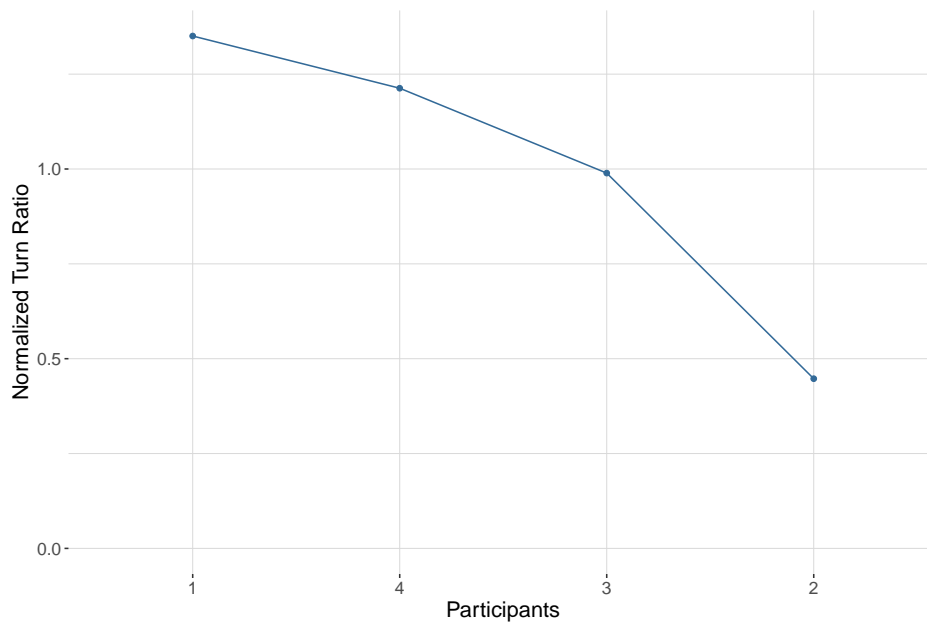
\$episodes_plot



`$qvr_plot`



`$ntr_plot`



```
$saveDataVar
[1] 3
```

4.9. Exporting to Disk

The `writeData()` function accepts specific **discourseGT** function output and exports it as a permanent file to a specified directory on the user's disk. It can save the generated summary object, any plots, and weighted edge lists. Images will automatically export as a `.tiff` at 300 DPI, and console output will be exported as a `.txt` file.

The following example exports the generated summary to disk:

```
R> writeData("Sample Data 1", summaryData, dirpath = tempdir())
```

5. Discussion and Future Development

This paper demonstrates the workflow of **discourseGT** and introduces basic elements of its underlying methodology and mathematics. Although graph theory parameters, visualization, and non-graph theory parameters relevant to educational contexts are covered, it is important to note some limitations of this package.

Firstly, we use degree centrality as a way of describing node centrality. This is the simplest calculation of centrality and shows the number of direct and distinct talk-turn connections a node has to others in the network. However, this does not give a complete picture of a node's influence on a network because it only counts the number of distinct connections to other nodes, regardless of their weight. Therefore, this calculation should be interpreted

in conjunction with betweenness centrality and other individual node statistics to provide a broader view of a specific node’s influence on the discourse network.

Secondly, talk-turns do not capture direct interactions between participants. Instead, they only represent the progression of the conversation to track dynamics of the discourse network. This was implemented because in discourse networks, participants can either address the entire group, a subgroup of the network, or another individual, and it is not feasible to distinguish these. Moreover, modeling direct interactions would result in a saturation of edges in the network. This would not likely yield much useful information.

Thirdly, talk-turns do not capture the quality or quantity of the conversation. In this context, quality refers to the words that are actually spoken, which may be on-or-off-topic. Quantity refers to the length of an interaction, which may be a few words or several sentences long. Our methodology models all talk-turns the same way, regardless of content or length. This was intentionally designed to complement existing methodologies in discourse analysis that typically focus on the content of the discussion (Barros and Verdejo 2000).

Fourthly, **discourseGT** relies on existing R packages and software for plotting. This construction restricts some meaningful functionality at the discretion of the underlying packages. For example, the attribute plotting functions, `plot1Att()` and `plot2Att()`, are built on the **ggplot2** (Wickham *et al.* 2021a) R package. While this allows users to apply **ggplot2**’s (Wickham *et al.* 2021a) advanced formatting functionality to their plots, it also prevents the edges from being curved. This is an important feature available in `basicPlot()`, which is built on the default R plotting backend, that visually distinguishes two edges of different weights that point in opposite directions between a pair of nodes. Consequently, some talk-turn information is lost under the thicker edge.

Fifthly, this dependence on other R packages and software for plotting means that this functionality is susceptible to their version limitations. Most notably, our testing of **discourseGT** revealed that not all versions of **Cytoscape** (Shannon *et al.* 2003) connected properly with the R environment. Only a specific version worked. Although we did not observe this behavior for other dependencies, our experience with **Cytoscape** (Shannon *et al.* 2003) demonstrates that this could potentially affect some functionality.

Sixthly, **discourseGT** does not currently support in-software manipulation of groups — that is, the ability to separately analyze and visualize a subgroup of a larger group. As demonstrated in (Wagner and González-Howard 2018), this functionality can be useful for discourse networks in educational contexts. At present, it is possible, albeit tedious, to run separate analyses of talk-turn data in the two-column format filtered to subgroups containing only the nodes of interest. Nevertheless, we hope that this current R package can help other researchers to more easily employ quantitative approaches to analyzing discourse networks to complement existing qualitative methodologies.

6. Computational Details

The results in this paper were obtained using R 4.1.0 (R Core Team 2021) and packages **discourseGT** 1.1.7 (Chai *et al.* 2021), **igraph** 1.2.6 (Csardi and Nepusz 2006), **ggpubr** 0.4.0 (Kassambara 2020), **GGally** 2.1.2 (Schloerke *et al.* 2021), **network** 1.17.1 (Butts 2021), **ggplot2** 3.3.5 (Wickham *et al.* 2021a), **dplyr** 1.0.7 (Wickham *et al.* 2021b), **ggrepel** 0.9.1 (Slowikowski 2021), **BiocManager** 1.30.16 (Morgan and Ramos 2021), and **sna** 2.6 (Butts 2020). These are

all available from the Comprehensive R Archive Network (CRAN).

For increased customizability of network visualizations, **RCy3** 2.12.4 (Pico *et al.* 2021) was obtained from BioConductor, and **Cytoscape** 3.8.2 (Shannon *et al.* 2003) was used.

7. Acknowledgements

We thank B. N. Nguyen and K. T. Ly for their contributions to the debugging process of **discourseGT**. We thank L. Hobbie for his input on several package functions and usability, and we thank S. Lam for her early testing of the package with example datasets. We are grateful for the support and work that CRAN Volunteers put into examining and publishing R packages on the Comprehensive R Archive Network. J. P. Le was an undergraduate researcher at the University of California San Diego.

This material is based upon work supported by the National Science Foundation under Grant No. 2022975. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the authors and do not necessarily reflect the views of the National Science Foundation. The authors declare that there are no conflicts of interest.

References

- Anderson RC, Nguyen-Jahiel K, McNurlen B, Archodidou A, young Kim S, Reznitskaya A, Tillmanns M, Gilbert L (2001). “The Snowball Phenomenon: Spread of Ways of Talking and Ways of Thinking Across Groups of Children.” *Cognition and Instruction*, **19**(1), 1–46. doi:10.1207/S1532690XCI1901_1. https://doi.org/10.1207/S1532690XCI1901_1, URL https://doi.org/10.1207/S1532690XCI1901_1.
- Barros B, Verdejo M (2000). “Analysing students interaction process for improving collaboration. The DEGREE approach.” *JAIED*, **11**, 221–241.
- Bishop JP (2012). “She’s Always Been the Smart One. I’ve Always Been the Dumb One”: Identities in the Mathematics Classroom.” *Journal for Research in Mathematics Education JRME*, **43**(1), 34–74. doi:10.5951/jresematheduc.43.1.0034. URL "<https://pubs.nctm.org/view/journals/jrme/43/1/article-p34.xml>."
- Bligh D, McNay I, Thomas H (2000). *What’s the Point in Discussion?* Intellect Ltd. ISBN 1871516692.
- Bromme R, Pieschl S, Stahl E (2010). “Epistemological beliefs are standards for adaptive learning: a functional theory about epistemological beliefs and metacognition.” *Metacognition and Learning*, **5**(1), 7–26. doi:10.1007/s11409-009-9053-5.
- Brown M, Treviño L, Harrison D (2005). “Ethical Leadership: A Social Learning Perspective for Construct Development and Testing.” *Organizational Behavior and Human Decision Processes*, **97**, 117–134. doi:10.1016/j.obhdp.2005.03.002.
- Butts CT (2020). *sna: Tools for Social Network Analysis*. R package version 2.6, URL <https://CRAN.R-project.org/package=sna>.

- Butts CT (2021). *network: Classes for Relational Data*. The Statnet Project (<http://statnet.org>). R package version 1.17.1, URL <http://CRAN.R-project.org/package=network>.
- Chai A, Le JP, Lee AS, Lo SM (2019). “Applying Graph Theory to Examine the Dynamics of Student Discussions in Small-Group Learning.” *CBE - Life Sciences Education*, **18**. doi:10.1187/cbe.18-11-0222.
- Chai A, Lee A, Le J, Lo S (2021). *discourseGT: Analyze Group Patterns using Graph Theory in Educational Settings*. R package version 1.1.7.
- Chiu M (2008a). “Effects of argumentation on group micro-creativity: Statistical discourse analyses of algebra students’ collaborative problem solving.” *Contemporary Educational Psychology*, **33**, 382–402. doi:10.1016/j.cedpsych.2008.05.001.
- Chiu M (2008b). “Flowing Toward Correct Contributions During Group Problem Solving: A Statistical Discourse Analysis.” *Journal of the Learning Sciences*, **17**(3), 415–463. doi:10.1080/10508400802224830. <https://doi.org/10.1080/10508400802224830>, URL <https://doi.org/10.1080/10508400802224830>.
- Christakis NA, Fowler JH (2011). *Connected: The Surprising Power of Our Social Networks and How They Shape Our Lives – How Your Friends’ Friends’ Friends Affect Everything You Feel, Think, and Do*. Little, Brown and Company. ISBN 978-0316036139.
- Csardi G, Nepusz T (2006). “The igraph software package for complex network research.” *InterJournal, Complex Systems*, 1695. URL <http://igraph.org>.
- Dunn KC, Neumann IB (2016). *Undertaking Discourse Analysis for Social Research*. University of Michigan Press. ISBN 9780472073115. URL <http://www.jstor.org/stable/10.3998/mpub.7106945>.
- Empson L (2003). “The professional partnership: Relic or exemplary form of governance?” *Organization Studies*, **24**(6), 909–933.
- Fall R, Webb NM, Chudowsky N (2000). “Group Discussion and Large-Scale Language Arts Assessment: Effects on Students’ Comprehension.” *American Educational Research Journal*, **37**(4), 911–941. doi:10.3102/00028312037004911. <https://doi.org/10.3102/00028312037004911>, URL <https://doi.org/10.3102/00028312037004911>.
- Freeman S, Eddy SL, McDonough M, Smith MK, Okoroafor N, Jordt H, Wenderoth MP (2014). “Active learning increases student performance in science, engineering, and mathematics.” *Proceedings of the National Academy of Sciences*, **111**(23), 8410–8415. ISSN 0027-8424. doi:10.1073/pnas.1319030111. <https://www.pnas.org/content/111/23/8410.full.pdf>, URL <https://www.pnas.org/content/111/23/8410>.
- Fruchterman TMJ, Reingold EM (1991). “Graph drawing by force-directed placement.” *Software - Practice and Experience*, **21**, 1129–1164. doi:10.1002/spe.4380211102.
- Gee JP (2010). *An introduction to discourse analysis: Theory and method*. Routledge. ISBN 9780415725569. URL <https://www.routledge.com/An-Introduction-to-Discourse-Analysis-Theory-and-Method/Gee/p/book/9780415725569>.

- Girvan M, Newman MEJ (2002). “Community structure in social and biological networks.” *Proceedings of the National Academy of Sciences*, **99**, 7821–7826. doi:10.1073/pnas.122653799.
- Godsil C, Royle GF (2001). *Algebraic Graph Theory*. Springer-Verlag. ISBN 9781461301639. URL <https://www.springer.com/gp/book/9780387952413>.
- Gokhale AA (1995). “Collaborative Learning Enhances Critical Thinking.” *Journal of Technology Education*, **7**(1), 1045–1064. doi:10.21061/jte.v7i1.a.2. URL <https://doi.org/10.21061/jte.v7i1.a.2>.
- Heller P, Keith R, Anderson S (1992). “Teaching problem solving through cooperative grouping. Part 1: Group versus individual problem solving.” *American Journal of Physics*, **60**(7), 627–636. doi:10.1119/1.17117. <https://doi.org/10.1119/1.17117>, URL <https://doi.org/10.1119/1.17117>.
- Hobbs WR, Burke M, Christakis NA, Fowler JH (2016). “Online social integration is associated with reduced mortality risk.” *Proceedings of the National Academy of Sciences of the United States of America*, **113**, 12980–12984. doi:10.1073/pnas.1605554113.
- Ikpeze C, Boyd F (2007). “Web-Based Inquiry Learning: Facilitating Thoughtful Literacy With WebQuests.” *Reading Teacher - READ TEACH*, **60**, 644–654. doi:10.1598/RT.60.7.5.
- Jones JJ, Bond RM, Bakshy E, Eckles D, Fowler JH (2017). “Social influence and political mobilization: Futher evidence from a randomized experiment in the 2012 U.S. presidential election.” *PLoS ONE*, **12**. doi:10.1371/journal.pone.0173851.
- Kamada T, Kawai S (1989). “An algorithm for drawing general undirected graphs.” *Information Processing Letters*, **31**(1), 7–15. ISSN 0020-0190. doi:[https://doi.org/10.1016/0020-0190\(89\)90102-6](https://doi.org/10.1016/0020-0190(89)90102-6). URL <http://www.sciencedirect.com/science/article/pii/0020019089901026>.
- Kassambara A (2020). *ggpubr: 'ggplot2' Based Publication Ready Plots*. R package version 0.4.0, URL <https://CRAN.R-project.org/package=ggpubr>.
- King A (1994). “Guiding Knowledge Construction in the Classroom: Effects of Teaching Children How to Question and How to Explain.” *American Educational Research Journal*, **31**(2), 338–368. doi:10.3102/00028312031002338. <https://doi.org/10.3102/00028312031002338>, URL <https://doi.org/10.3102/00028312031002338>.
- Kittleson JM, Southerland SA (2004). “The role of discourse in group knowledge construction: A case study of engineering students.” *Journal of Research in Science Teaching*, **41**(3), 267–293. doi:<https://doi.org/10.1002/tea.20003>. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/tea.20003>, URL <https://onlinelibrary.wiley.com/doi/abs/10.1002/tea.20003>.
- Kumpulainen K, Rajala A (2017). “Dialogic teaching and students’ discursive identity negotiation in the learning of science.” *Learning and Instruction*, **48**, 23–31. ISSN 0959-4752. doi:10.1016/j.learninstruc.2016.05.002.

- Liyanage D, Lo SM, Hunnicutt SS (2021). “Student discourse networks and instructor facilitation in process oriented guided inquiry physical chemistry classes.” *Chem. Educ. Res. Pract.*, **22**, 93–104. doi:10.1039/D0RP00031K. URL <http://dx.doi.org/10.1039/D0RP00031K>.
- Loes CN, An BP, Saichaie K, Pascarella ET (2017). “Does Collaborative Learning Influence Persistence to the Second Year of College?” *The Journal of Higher Education*, **88**(1), 62–84. doi:10.1080/00221546.2016.1243942. <https://doi.org/10.1080/00221546.2016.1243942>, URL <https://doi.org/10.1080/00221546.2016.1243942>.
- Lou Y, Abrami PC, d’Apollonia S (2001). “Small Group and Individual Learning with Technology: A Meta-Analysis.” *Review of Educational Research*, **71**(3), 449–521. doi:10.3102/00346543071003449.
- Molenaar I, Chiu MM (2017). “Effects of Sequences of Cognitions on Group Performance Over Time.” *Small Group Research*, **48**(2), 131–164. doi:10.1177/1046496416689710. PMID: 28490854, <https://doi.org/10.1177/1046496416689710>, URL <https://doi.org/10.1177/1046496416689710>.
- Morgan M, Ramos M (2021). *BiocManager: Access the Bioconductor Project Package Repository*. Bioconductor. R package version 1.30.16, URL <https://cran.r-project.org/web/packages/BiocManager/index.html>.
- Nystrand M, Wu L, Gamoran A, Zeiser S, Long D (2003). “Questions in Time: Investigating the Structure and Dynamics of Unfolding Classroom Discourse.” *DISCOURSE PROCESSES*, **35**. doi:10.1207/S15326950DP3502_3.
- Pico A, Muetze T, Shannon P, Isserlin R, Pai S, Gustavsen J, Kolishovski G (2021). *Functions to Access and Control Cytoscape*. Bioconductor. R package version 2.12.4, URL <https://bioconductor.org/packages/release/bioc/html/RCy3.html>.
- Pielou E (1966). “The measurement of diversity in different types of biological collections.” *Journal of Theoretical Biology*, **13**, 131–144. ISSN 0022-5193. doi:[https://doi.org/10.1016/0022-5193\(66\)90013-0](https://doi.org/10.1016/0022-5193(66)90013-0). URL <https://www.sciencedirect.com/science/article/pii/0022519366900130>.
- Premo J, Cavagnetto A, Davis W (2018). “Promoting Collaborative Classrooms: The Impacts of Interdependent Cooperative Learning on Undergraduate Interactions and Achievement.” *CBE life sciences education*, **17**. doi:10.1187/cbe.17-08-0176.
- R Core Team (2021). *R: A Language and Environment for Statistical Computing*. R Foundation for Statistical Computing, Vienna, Austria. URL <https://www.R-project.org/>.
- Reingold EM, Tilford JS (1981). “Tidier Drawings of Trees.” *IEEE Transactions on Software Engineering*, **7**(2).
- Ryan AM (2000). “Peer Groups as a Context for the Socialization of Adolescents’ Motivation, Engagement, and Achievement in School.” *Educational Psychologist*, **35**(2), 101–111. doi:10.1207/S15326985EP3502_4. https://doi.org/10.1207/S15326985EP3502_4, URL https://doi.org/10.1207/S15326985EP3502_4.

- Schloerke B, Crowley J, Cook D, Briatte F, Marbach M, Thoen E, Elberg A, Larmarange J (2021). *GGally: Extension to 'ggplot2'*. R package version 2.1.2, URL <https://CRAN.R-project.org/package=GGally>.
- Sfard A (2001). “There is more to discourse than meets the ears: Looking at thinking as communicating to learn more about mathematical learning.” *Educational Studies in Mathematics*, **46**, 13–57. doi:10.1023/A:1014097416157.
- Sfard A, Kieran C, Forman E (2001). “Learning discourse: discursive approaches to research in mathematics education. Dordrecht, The Netherlands: Kluwer Academic Publishers.”
- Shannon CE (1948). “A Mathematical Theory of Communication.” *Bell System Technical Journal*, **27**(3), 379–423. doi:<https://doi.org/10.1002/j.1538-7305.1948.tb01338.x>. <https://onlinelibrary.wiley.com/doi/pdf/10.1002/j.1538-7305.1948.tb01338.x>, URL <https://onlinelibrary.wiley.com/doi/abs/10.1002/j.1538-7305.1948.tb01338.x>.
- Shannon P, Markiel A, Ozier O, Baliga NS, Wang JT, Ramage D, Amin N, Schwikowski B, Ideker T (2003). “Cytoscape: a software environment for integrated models of biomolecular interaction networks.” *Genome Research*, **13**, 2498–2504. URL <https://www.cytoscape.org/>.
- Skinner EA, Belmont MJ (1993). “Motivation in the classroom: Reciprocal effects of teacher behavior and student engagement across the school year.” *Journal of Educational Psychology*, **85**, 571–581. doi:10.1037/0022-0663.85.4.571.
- Slowikowski K (2021). *ggrepel: Automatically Position Non-Overlapping Text Labels with 'ggplot2'*. R package version 0.9.1, URL <https://CRAN.R-project.org/package=ggrepel>.
- Soter A, Wilkinson I, Murphy P, Rudge L, Reninger K, Edwards M (2008). “What the discourse tells us: Talk and indicators of high-level comprehension.” *International Journal of Educational Research*, **47**, 372–391. doi:10.1016/j.ijer.2009.01.001.
- Tinto V (1997). “Classrooms as Communities: Exploring the Educational Character of Student Persistence.” *The Journal of Higher Education*, **68**(6), 599–623. ISSN 00221546, 15384640. URL <http://www.jstor.org/stable/2959965>.
- Veenman MVJ, Hout-Wolters BHAMV, Afflerbach P (2006). “Metacognition and learning: conceptual and methodological considerations.” *Metacognition and Learning*, **1**(1), 3–14. doi:10.1007/s11409-006-6893-0.
- Vygotsky LS (1978). *Mind in Society: Development of Higher Psychological Processes*. Harvard University Press. ISBN 9780674576285. URL <http://www.jstor.org/stable/j.ctvjf9vz4>.
- Wagner CJ, González-Howard M (2018). “Studying Discourse as Social Interaction: The Potential of Social Network Analysis for Discourse Studies.” *Educational Researcher*, **47**(6), 375–383. doi:10.3102/0013189X18777741. <https://doi.org/10.3102/0013189X18777741>, URL <https://doi.org/10.3102/0013189X18777741>.

- Webb NM (1982). “Student Interaction and Learning in Small Groups.” *Review of Educational Research*, **52**(3), 421–445. doi:[10.3102/00346543052003421](https://doi.org/10.3102/00346543052003421). <https://doi.org/10.3102/00346543052003421>, URL <https://doi.org/10.3102/00346543052003421>.
- Webb NM, Farivar S (1994). “Promoting Helping Behavior in Cooperative Small Groups in Middle School Mathematics.” *American Educational Research Journal*, **31**(2), 369–395. doi:[10.3102/00028312031002369](https://doi.org/10.3102/00028312031002369). <https://doi.org/10.3102/00028312031002369>, URL <https://doi.org/10.3102/00028312031002369>.
- Webb NM, Farivar SH, Mastergeorge AM (2002). “Productive Helping in Cooperative Groups.” *Theory Into Practice*, **41**(1), 13–20. ISSN 00405841, 15430421. URL <http://www.jstor.org/stable/1477532>.
- Webb NM, Mastergeorge AM (2003). “The Development of Students’ Helping Behavior and Learning in Peer-Directed Small Groups.” *Cognition and Instruction*, **21**(4), 361–428. doi:[10.1207/s1532690xci2104_2](https://doi.org/10.1207/s1532690xci2104_2). https://doi.org/10.1207/s1532690xci2104_2, URL https://doi.org/10.1207/s1532690xci2104_2.
- Webb NM, Nemer KM, Ing M (2006). “Small-Group Reflections: Parallels Between Teacher Discourse and Student Behavior in Peer-Directed Groups.” *Journal of the Learning Sciences*, **15**(1), 63–119. doi:[10.1207/s15327809jls1501_8](https://doi.org/10.1207/s15327809jls1501_8). https://doi.org/10.1207/s15327809jls1501_8, URL https://doi.org/10.1207/s15327809jls1501_8.
- Wells G, Mejía-Arauz R (2006). “Dialogue in the Classroom.” *THE Journal of the Learning Sciences*, **15**, 379–428. doi:[10.1207/s15327809jls1503_3](https://doi.org/10.1207/s15327809jls1503_3).
- White DY (2003). “Promoting productive mathematical classroom discourse with diverse students.” *The Journal of Mathematical Behavior*, **22**(1), 37–53. ISSN 0732-3123. doi:[https://doi.org/10.1016/S0732-3123\(03\)00003-8](https://doi.org/10.1016/S0732-3123(03)00003-8). URL <https://www.sciencedirect.com/science/article/pii/S0732312303000038>.
- Wickham H, Chang W, Henry L, Pedersen TL, Takahashi K, Wilke C, Woo K (2021a). *ggplot2: Create Elegant Data Visualisations Using the Grammar of Graphics*. R package version 3.3.5, URL <https://CRAN.R-project.org/package=ggplot2>.
- Wickham H, François R, Henry L, Müller K (2021b). *dplyr: A Grammar of Data Manipulation*. R package version 1.0.7, URL <https://CRAN.R-project.org/package=dplyr>.
- Wood MB (2013). “Mathematical Micro-Identities: Moment-to-Moment Positioning and Learning in a Fourth-Grade Classroom.” *Journal for Research in Mathematics Education JRME*, **44**(5), 775–808. doi:[10.5951/jresmetheduc.44.5.0775](https://doi.org/10.5951/jresmetheduc.44.5.0775). URL <https://pubs.nctm.org/view/journals/jrme/44/5/article-p775.xml>.

Affiliation:

Stanley M. Lo
University of California
San Diego
9500 Gilman Dr #0355 La Jolla, CA 92093-0355
E-mail: smlo@ucsd.edu