[“ACM TOCE — an ACM journal on Computing Education. Lots of theory in there”](https://dl.acm.org/action/doSearch?AllField=remote+collaboration&expand=all&SeriesKey=toce)

Theories:

Information Foraging Theory - whenever people are looking for information

Constructivist Theory

Sensemaking Theory

Risk (theory)

Attention Investment

Minimalist Learning Theory → Paradox of the Active User” (Rosson and …)

Intelligibility Types

Gulf of Execution (Norman)

Information Architecture concepts

Using Technology Theories

Creativity theory? → [Cherry and Latulipe 2014] Erin Cherry and Celine Latulipe, The Creativity Support Index, ACM Transactions on Computer-Human Interaction (TOCHI), Volume 21 Issue 4, August 2014, Article No. 21. Q: How can you tell if someone is being creative?

[Besemer and O’Quin 1986] Besemer, S. and O’Quin, K. Analyzing Creative Products: Refinement and Test of a Judging Instrument. Journal of Creative Behavior 20, 1986, 115–126. The CPSS creativity measure. Works on products. The CPSS [3] is a method for evaluating creative products in a structured manner that includes the concepts of originality and usefulness but refers to them as novelty and resolution, respectively. CPSS in its full form is a 55‑point scale of opposing adjectives along a Likert scale. The CPSS has been used to evaluate the creativity of products in a variety of domains including advertising and Information Systems [Lobert and Dologite 1994]. See also [Lobert and Dologite 1994] for a variant that works on ideas.

[Cherry and Latulipe 2014] Erin Cherry and Celine Latulipe, The Creativity Support Index, ACM Transactions on Computer-Human Interaction (TOCHI), Volume 21 Issue 4, August 2014, Article No. 21. Q: How can you tell if someone is being creative?

ACM

ACM TOCE — an ACM journal on Computing Education. Lots of theory in there, I’d expect.

Minimalist Learning Theory: “Paradox of the Active User” (Rosson and …)

Other:

**Behaviorism**:

grand theory of human development that studies observable behavior. Describes the laws and processes by which behavior is learned. (Berger, 38) School of psychology and theoretical viewpoint that emphasizes the study of observable behaviors, especially as they pertain to the process of "learning." Rejected the emphasis on “consciousness” promoted by structuralism and functionalism. Also flatly rejected ”Freudian” notions about unconscious influences. (Hockenbury, 7-8) Insists that only observable behavior should form the object of study, as this can be witnessed, described, and measured in objective terms. (Collin, 340) Editor’s note - developed by John Watson and later championed by B.F. Skinner. Also referred to as 'behavior theory.'

Behaviorist: a person who believes in behaviorism. (Marshall, 11/3/2011)

**Cognitivism**: [Amreeta]

grand theory of human development that focuses on changes in how people think over time. According to this theory, our thoughts shape our attitudes, beliefs, and behaviors. (Berger, 43) Focuses on the mental processes involved in learning and knowing, and how the mind actively organizes experiences. (Collin, 340) Emphasizes the importance of "observational learning," conscious cognitive processes, social experiences, “self-efficacy” beliefs, and “reciprocal determinism.” (Hockenbury, 416) Editor's note - developed by Albert Bandura. Also referred to as ‘cognitive theory,' ‘cognitive objectivism’ and 'social cognitivism.’

**Cognitivist:** a person who believes in cognitivism. (Marshall, 11/3/2011) Also referred to as ‘cognitivist objectivist.’

**Reciprocal Determinism:** a model that explains human functioning and personality as caused by the interaction of behavior, cognitive, and environmental factors. (Hockenbury, 416)

<https://edtechbooks.org/studentguide/cognitivism> - Cognitivism

**Lay theories(Qingxiao Yuan)**:

the informal, common-sense explanations people give for particular social behaviours - are often very different from formal 'scientific' explanations of what actually happens. While they have been studied in the past, this is the first attempt to review, in detail, the nature of these beliefs.

**Collaborative learning theory - Swetha**

The Collaborative Learning Theory is a process whereby a group (or groups) of individuals learn from each other by working together to solve a problem, complete a task, create a product, or share one’s thinking.

There is strong evidence that collaborative learning is beneficial to educational development. By engaging in collaborative activity, learners utilise each other’s perspectives and experiences to solve problems and develop a shared understanding of meanings. Through dialogue and social interaction, learners are empowered to perform outside of their own individual capabilities. Collaborative learning has the potential to benefit learners of all levels of experience and in a variety of situations.

Collaborative learning: theory, strategies and educational benefits

https://www.researchgate.net/profile/Earl\_Woodruff/publication/27478772\_Supporting\_Online\_Collaborative\_Learning\_in\_Mathematics/links/00b7d53aaa861e4645000000/Supporting-Online-Collaborative-Learning-in-Mathematics.pdf

**Collaboration theory(Qingxiao Yuan)**

consists of analytical frameworks for understanding the collaborative process and its outcomes derived through various forms of research and reflection.

**Social Socratic Theory (Satya)**

studies the motivation of candidates to participate in collaboration

**Distributed Cognition (Satya)**

a theoretical framework for studying collaborative work

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**A Theory of Remote Scientific Collaboration (Delyar)**

**→** In the past fifteen years, a great deal has been learned about the particular challenges of distant collaboration. Overall, we have learned that even when advanced technologies are available, distance still matters (Olson and Olson 2000). In addition, a recent seminal study of sixty-two projects sponsored by the National Science Foundation (NSF) showed that the major indicator of lower success was the number of institutions … [Link To Paper](https://www.researchgate.net/publication/253169940_A_Theory_of_Remote_Scientific_Collaboration)

**Interactionist Theory - Swetha**

In sociology, interactionism is a theoretical perspective that derives social processes (such as conflict, cooperation, identity formation) from human interaction. It is the study of how individuals shape society and are shaped by society through meaning that arises in interactions.

**Reasoned/Responsible action theory**

This theory was proposed by Ajzen and Fishbein [8]. The Reasoned Action Theory assumes that human behavior is grounded in rational thought, and the model uses the Principle of Compatibility, which predicts that attitudes reflect behavior only to the extent that the two refer to the same valued outcome state of being (evaluative disposition) [8]. The theory stipulates that the intention of acting has a direct effect on behaviour, and that it can be predicted by attitudes. These attitudes are shaped by subjective norms and beliefs, and situational factors influence these variables’ relative importance. Reasoned Action Theory accounts for times when people have good intentions, but translating intentions into behavior is thwarted due to lack in confidence or the feeling of lack of control over the behavior [9]. Figure 3, illustrates these relationships graphically.

**Brown and Levinson’s ‘politeness’ theory**

Brown and Levinson’s list of ‘politeness’ strategies mainly covers a certain very limited type of interaction. The examples they give consist mainly of single utterances which either have or presuppose clear communicative goals, such as asking to borrow a book or giving advice.

**Coordination Theory and collaboration technology [Amreeta]**

**→** [**Link**](https://www.google.com/books/edition/Coordination_Theory_and_Collaboration_Te/mgmOB_T8FBIC?hl=en&gbpv=1&dq=computer+science+collaboration+theory&pg=PP1&printsec=frontcover)