

In this presentation, the research team discussed teachers' facilitation of argumentation in teaching computer programming (or coding) and how it related to their epistemic beliefs about mathematics and science. The preliminary results showed that teachers engaged their students in both justificatory and inquiry arguments when teaching coding. This was not the case with respect to mathematics and science, in which teachers described engaging students either in justificatory or inquiry argumentation exclusively. The team proposes that these siloed uses of argumentation in mathematics and science relate to the teachers' epistemic beliefs about the disciplines, and their use of argumentation in coding builds on and goes beyond their experiences with argumentation in teaching mathematics and science.