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Abstract
The papers in this Special Issue were initially prepared for an EARLI 2013 Symposium that was designed to examine methodologies in use by researchers from two sister communities. Learning and Instruction and Learning Sciences. The four papers reflect a common ground in advances in conceptions of learning since the early days of the “cognitive revolution” in the 1960’s. This commentary shows the interdependence between advances in theory and advances in methodologies. Four shifts in conceptions of learning are described. That these shifts are evident in the work of both communities suggests a blurring of the boundaries between the two.

Implications
Efforts to reflect the more complex learning situations that are inherent in efforts to involve people in actual inquiry tasks and do so collaboratively require more varied methods for conceptualizing the designs and the ways in which learning is assessed during the learning process and as outcomes of that process. This is especially true for collaborations and learning over time.

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