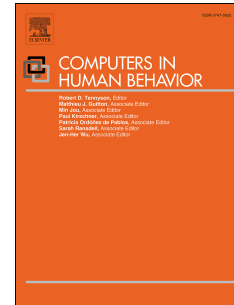


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**THE EFFECT OF SUSTAINED VS. FADED SCAFFOLDING ON
STUDENTS' ARGUMENTATION IN III-STRUCTURED PROBLEM SOLVING**

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