Interaction Analysis of Student Teams Enacting the Practices of Collaborative Dynamic Geometry

Gerry Stahl, Drexel University

Abstract: Analyze evidence of mathematical learning in a CSCL approach. Make collaborative learning, group cognition and formation of team practices visible in the discourse. Conduct fine-grained interaction analysis of logs across a sequence of chat sessions using the Virtual Math Teams collaboration environment incorporating multi-user dynamic-geometry software. Analyze changes in the student team's ability to engage in collaboration, software usage, geometry construction, problem solving, mathematical reasoning, design of geometric dependency and creative exploration – underlying practices of collaborative dynamic geometry. Join researchers and experienced interaction analysts to discuss data from this long-term design-based-research CSCL effort. Details and materials: http://gerrystahl.net/vmt/icls2014. Contact: Gerry@GerryStahl.net.

