

Gerry Stahl

Studying Virtual Math Teams

 Springer

Studying Virtual Math Teams Author Gerry Stahl Sep 2010

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Studying Virtual Math Teams Gerry Stahl, 2010-05-03 Studying Virtual Math Teams centers on detailed empirical studies of how students in small online groups make sense of math issues and how they solve problems by making meaning together. These studies are woven together with materials that describe the online environment and pedagogical orientation as well as reflections on the theoretical implications of the findings in the studies. The nature of group cognition and shared meaning making in collaborative learning is a foundational research issue in CSCL. More generally, the theme of sense making is a central topic in information science. While many authors allude to these topics, few have provided this kind of detailed analysis of the mechanisms of intersubjective meaning making. This book presents a coherent research agenda that has been pursued by the author and his research group. The book opens with descriptions of the project and its methodology as well as situating this research in the past and present context of the CSCL research field. The core research team then presents five concrete analyses of group interactions in different phases of the Virtual Math Teams research project. These chapters are followed by several studies by international collaborators discussing the group discourse, the software affordances, and alternative representations of the interaction, all using data from the VMT project. The concluding chapters address implications for the theory of group cognition and for the methodology of the learning sciences. In addition to substantial introductory and concluding chapters, this important new book includes analyses based upon the author's previous research, thereby providing smooth continuity and an engaging flow that follows the progression of the research. The VMT project has dual goals: a) to provide a source of experience and data for practical and theoretical explorations of group knowledge building, and b) to develop an effective online environment and educational service for collaborative learning of mathematics. *Studying Virtual Math Teams* reflects these twin orientations, reviewing the intertwined aims and development of a rigorous science of small group cognition and a Web 2.0 educational math service. It documents the kinds of interactional methods that small groups use to explore math issues and provides a glimpse into the potential of online interaction to promote productive math discourse.

Studying Virtual Math Teams (pre-publication Version) Gerry Stahl, 2016-01-28 This book presents a coherent research agenda that has been pursued by the author and his research group. The book opens with descriptions of the project and its methodology as well as situating this research in the past and present context of the CSCL research field. The core research team then presents five concrete analyses of group interactions in different phases of the Virtual Math Teams research project. These chapters are followed by several studies by international collaborators discussing the group discourse, the software affordances, and alternative representations of the interaction, all using data from the VMT project. The concluding chapters address implications for the theory of group cognition and for the methodology of the learning sciences.

Essays in Online Mathematics Interaction Gerry Stahl, 2015-10-06 These are case studies of student teams using VMT to work on problems in the mathematical domain of combinatorics. The version of VMT used here

included a generic whiteboard for sketching graphical representations Data from these sessions was analyzed by a number of researchers in addition to the VMT project members The essays in this volume were co authored with close colleagues

Constructing Dynamic Triangles Together Gerry Stahl, 2015-11-19 Rational thinking as exemplified in mathematical cognition is immensely important in the modern world This book documents how a group of three eighth grade girls developed specific group practices typical of such thinking in an online educational experience A longitudinal case study tracks the team through eight hour long sessions following the students meaning making processes through their mutual chat responses preserved in computer logs coordinated with their geometric actions The examination of data focuses on key areas of the team s development its effective team collaboration its productive mathematical discourse its enacted use of dynamic geometry tools and its ability to identify and construct dynamic geometry dependencies This detailed study of group cognition serves as a paradigmatic example of computer supported collaborative learning incorporating a unique model of human computer interaction analysis applied to the use of innovative educational technology A valuable resource for researchers instructors and students alike it offers concrete suggestions for improving educational practice

Troubles of Understanding in Virtual Math Teams Nan Zhou, Gerry Stahl, 2010

International Perspectives on Teaching and Learning Mathematics with Virtual Manipulatives Patricia S. Moyer-Packenham, 2016-06-28 This book explores terminology frameworks and research being conducted worldwide on virtual manipulatives It brings together international authors who provide their perspectives on virtual manipulatives in research and teaching By defining terminology explaining conceptual and theoretical frameworks and reporting research the authors provide a comprehensive foundation on the study and use of virtual manipulatives for mathematics teaching and learning This foundation provides a common way for researchers to communicate about virtual manipulatives and build on the major works that have been conducted on this topic By discussing these big ideas the book advances knowledge for future research on virtual manipulatives as these dynamic tools move from computer platforms to hand held touch screen and augmented platforms

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Studying Virtual Math Teams Author Gerry Stahl Sep 2010 Introduction

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