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How Brianna became bossy and Kofi came out smart: understanding the trajectories of identity and engagement for two group leaders in a project-based mathematics classroom.

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Summary: This article addresses equity in mathematics classrooms through a focus on students' co-constructed trajectories of identity and engagement in cooperative learning groups. I examine how two students who served as group leaders in a projects-based algebra classroom constructed markedly different trajectories of identity and engagement across the academic year. Results showed that group members differentially interpreted their respective project-related directives in gendered ways such that the female group leaders' displays of authority were positioned as inappropriate, while the male group leaders' displays were positioned as desirable.

Classification: C20 C40 D40

Keywords: project-based learning; identity; engagement

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