

ZMATH 2016f.00610

Gade, Sharada

Analysing two group-tasks leading to a collaborative classroom practice with Engeström's activity theory.

Barmby, P. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 34, No. 1. Proceedings of the day conference, King's College, London, UK, March 1, 2014. London: British Society for Research into Learning Mathematics (BSRLM). 43-48 (2014).

Summary: Two teachers, Olaf and Knut, conducted two group-tasks in succession, early in the academic year at a gymnasium or upper secondary school in Norway. In doing so they steered classroom practice away from traditional instruction, with Olaf alone as teacher, to cooperative learning in small groups with guidance from both. While the first group-task titled "When Together" initiated cooperative learning by students in small groups, the second titled "How Heavy" initiated student groups to build upon group cooperation and work with other groups in a collaborative classroom practice. It was Olaf and Knut's intention to have their students cooperate in small groups at all times and collaborate with students from other groups on occasion. A few months into the year, Olaf and Knut's students' groups had opportunity to discuss rules of cooperation whereupon their collaborative classroom practice became the norm. Using examples of students' attempts at both group-tasks, I portray Olaf and Knut's initiation of such a practice. Using Engeström's activity model I shed light on how students' participation was transformed to meet with their intentions.

Classification: D43

Keywords: teaching; educational research; instructional modes; group work; teaching methods; cooperative learning; collaborative classroom practice; student activities; non-routine problems; activity theory
<http://www.bsrlm.org.uk/IPs/ip34-1/BSRLM-IP-34-1-08.pdf>