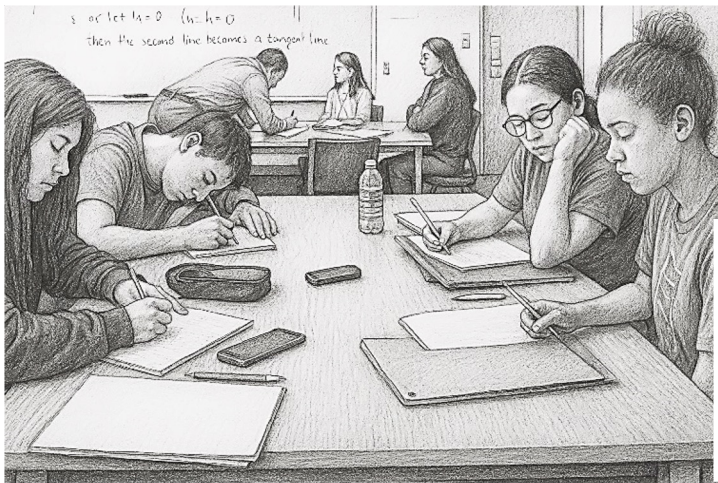


How can math instructors support students working collaboratively in small groups?



#2400902 and 2400903: *Exploring Student Interactions in Small Groups in Belonging-Oriented Undergraduate Math Classrooms*

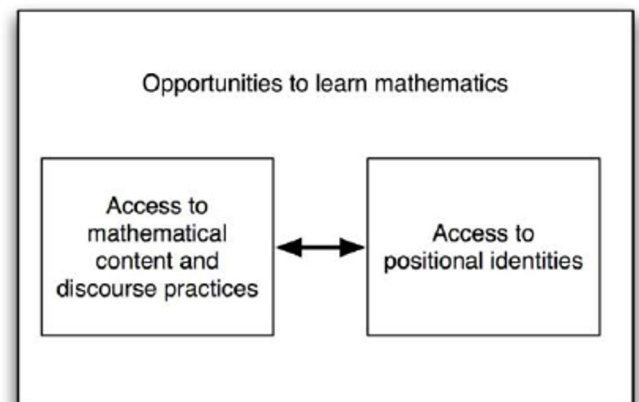
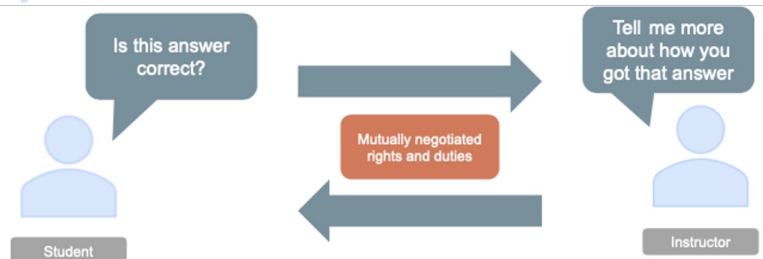
Background



Students' participation in small groups can remain peripheral or marginalized, reinforcing status hierarchies rather than fostering collaboration

What is Not Yet Known

How can instructor interventions position students to participate more centrally?



Methods

Classroom Observations

Interviews

- Data: video recorded classroom observations of small groups working in undergraduate mathematics classrooms; instructor and focal student interviews
- Analysis: student and instructor interactions with open coding and discourse analysis.

Challenge Area

Student Positionality

What experience or knowledge do others have related to the positioning of students who are persistently quiet, withdrawn or resistant to participating in collaboration?

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