The authority of ideas: Understanding influence during collaborative mathematical activity

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Q&A: 10:00-10:30 am
Natural Sciences Building Auditorium (Room 1205)
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U.S. classrooms are becoming increasingly diverse, requiring new frameworks to better examine complex, inclusive learning environments. Particularly urgent is the need to understand student-led collaborative work, where consensus-building on reasonable approaches to solving problems may often emerge from the negotiation of authority rather than simply the exchange of mathematical ideas. In this seminar, I present and illustrate the use of a novel framework to explain why some students' ideas are taken up and not others, based on a contributor's position of authority, access to the conversational floor, and spatial privilege, as well as the perceived merit of contributions. The talk closes by grounding this body of work in a professional development study meant to support elementary teachers’ capacity to create equitable and productive discussion-based mathematics classrooms.

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