

Abstract Submitted
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Beyond Lecture and Non-Lecture Classrooms: LA-student interactions in Active Learning Classrooms DAYANA GONZALEZ, HAGIT KORNREICH, IDAYKIS RODRIGUEZ, CAMILA MONSLAVE, NORMA PENAFLORES, Florida International University — Our expanded multi-site study on active learning classrooms supported by Learning Assistants (LAs) aims to understand the connections between three classroom elements: the activity, student learning, and how LAs support the learning process in the classroom. At FIU, LAs are used in a variety of active learning settings, from large auditorium settings to studio classroom with movable tables. Our study uses the COPUS observation protocol as a way to characterize LAs behaviors in these classrooms. With a focus on LA-student interactions, our analysis of how LAs interact with students during a 'learning session' generated new observational codes for specific new categories of LA roles. Preliminary results show that LAs spend more time interacting with students in some classes, regardless of the classroom setting, while in other classrooms, LA-student interactions are mostly brief. We discuss how LA-student interactions contribute to the dynamics and mechanism of the socially shared learning activity.

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None

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