

Working with learner generated examples in STACK

This study is inspired by learner generated examples (LGE) tasks that have been provided to preservice teachers through a digital assessment system (STACK). I will report from the process of designing the tasks, how they were implemented to the students, and also how the students perceived such tasks. These tasks are situated within algebra, and the process of LGE-tasks includes giving tasks to the students where they are encouraged to give an example of the situation. In these tasks students are given some constraints that changes throughout the tasks, and are then asked to give a new example with the constraints. The purpose of this process is that it might lead the students to a generalisation of a given topic/case, and that through the examples students will reveal the general. The test I will report from contains tasks where students are asked to find a sum, and at the end hopefully see that all the sums they have provided are a part of a straight line, and then be able to discuss the properties of this linear equation. The aim of this study is to investigate how students work with generating examples in an online assessment system and if working digitally can stimulate to a “discussion” between computer and student.