UC Merced

Proceedings of the Annual Meeting of the Cognitive Science Society

Title
Positioning and Identities in Collaborative Cognition and Learning

Permalink
https://escholarship.org/uc/item/4p20j73z

Journal
Proceedings of the Annual Meeting of the Cognitive Science Society, 25(25)

ISSN
1069-7977

Author
Greeno, James G.

Publication Date
2003

Peer reviewed

eScholarship.org Powered by the California Digital Library
University of California

Positioning and Identities in Collaborative Cognition and Learning

James G. Greeno
Stanford University

Cognitive processes can be considered as functions of activity systems in which individuals participate. Several analyses have shown that successful cognitive functioning depends on ways that individuals are positioned in participation structures of interaction, regarding each other and regarding the subject-matter domain of their activity. Concepts of individuals' knowledge and cognitive processes have not played significant roles in these analyses.

This talk will present findings from research in progress that is focused on continuities of individual students over time in the activity systems of mathematics classrooms, especially students' and teachers' constructions of being or not being "good at math." We are developing a concept of *mathematical identity* to understand ways in which individual students come to be positioned in classroom interaction, including the knowledge they are understood to acquire and their characteristic ways of participating in classroom activities.