

Title : Mathematical model of student interaction during class activities

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ABSTRACT

This research explores how students' opinions evolve during group activities in a mathematics classroom. Inspired by the study of D. Brunetto and colleagues, we create a mathematical model to understand student interactions. The model considers students' feelings toward their peers, which are reflected through the "I can, you can" framework, as well as each student's understanding level. In this study, we surveyed the opinions of 10 fourth-year students during group work and conducted experiments to simulate the model. The results showed that the students' opinions tended to align toward a consensus as they interacted. By running numerical simulations, we aim to better understand how student opinions change through interactions.

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