

1125-VK-2321 **Nermin Bayazit*** (nbayazit@fitchburgstate.edu), **Draga Vidakovic** (dvidakovic@gsu.edu) and **Pier Junor Clarke** (pjunor@gsu.edu). *“Active” vs “Looking Active” in a Fully Online Mathematics Class: Word of Caution.* Preliminary report.

In our research to understand the argumentative knowledge construction in an online mathematics course, the case of Kevin and Helen challenged us with our initial perception of “active learners”. In order to better understand the knowledge construction process we wanted to focus on the students who were the “most active” and/or “most present” on the discussion board. The impetus was that they would give us more access to their thinking. As we closely analyzed their “presence in the course” we realized the substantial differences in their participation and it became critical for us to re-conceptualize “active presence” in an online course using Weinberger and Fisher (2006)’s framework. During this presentation, we will share our preliminary definition of an “active learner in an online course,” some of the indicators to identify “active looking learners” and a potential way to tackle this issue in an online mathematics course. (Received September 20, 2016)