The RUanalytic, collaborative video analysis tool, has become an important means for studying teaching and learning in mathematics education and psychology at the Graduate School of Education. Students are making use of the affordances of this tool for their projects, scholarly work, and independent research projects.

For example, in several courses, students study and discuss the content of videos that are stored on the Video Mosaic Collaborative (VMC) Repository. These videos have been captured from longitudinal and cross-sectional studies on the development of mathematical ideas and ways of reasoning of learners. The seminal collection provides students with a rich data base to construct video narratives using the RUanalytic tool on a topic of their interest. An example of a project included highlighting the different types of teacher questioning used by researchers to elicit student justifications of problem solutions as well as of the variety of student responses that the questions elicit. Some students trace the problem solving of students over several years; others address collaboration during group problem solving.

Approximately thirty students over the past four years have built VMCAalytics for their comprehensive project to receive their master’s degree. Recently, the evaluation process for M.Ed. students in mathematics education was revised and now all students will be required to use the tool to produce a RUanalytic as an artifact for their portfolio in the program, illustrating attention to student learning and/or teaching moves. In addition students have made VMCAalytics as a part of their Ed.D. and Ph.D. qualifying exam.

The RUanalytic tool has been helpful in assessing the progress of our students throughout their time in the Graduate School of Education.