



Video Mosaic Collaborative Community and VMC Analytic Tool

The VMC Community is a community of practice currently dedicated to using the VMCAnalytic tool to analyze and reuse the videos of the Robert B. Davis Institute for Learning collection, which documents a 20+ year longitudinal study of K12 students learning mathematics.

If you know about us and want to join, please first read the [VMC Community Code of Conduct](#). *You are required to abide by all the terms and conditions of the VMC Community Code of Conduct.*

Then complete and submit the [VMC Community application form](#). We are limiting the community to those engaged in educational research, training and practice, but that covers a wide range of users from education faculty to government agencies to professional development service providers to practicing teachers. Come join us!

If you don't know what the VMCAnalytic tool is, read on!

This VMCAnalytic tool allows users to excerpt, annotate, and analyze the longitudinal video data of the Video Mosaic Collaborative. Analytics involve editing and annotating video to explore the many ways students develop reasoning and critical thinking skills.

This tool is intended for use by teacher educators, researchers, undergraduate and graduate students, and pre or in-service teachers. Any individual engaged in teaching or research in the areas of mathematics education or student development may apply for an account in the VMC Community. The account provides:

- A workspace where the account holder may create and store analytics for personal use.
- The ability to share the analytics you create with other members of the VMC community, for viewing, commenting, and co-creation.
- The ability to share analytics with a wider audience through a non-permanent URL,
- The ability to submit an analytic for peer-review and publication via the Video Mosaic

An analytic author may create an analytic for a variety of reasons. An analytic may be used as a form of professional development for in-service or pre-service teachers, a piece of evidence for a university education class, or to confirm/reject a hypothesis. Many researchers have already written dissertations, articles and books based on hypotheses developed and tested against the videos of this unique Video Mosaic Collaborative collection. In examining learning “events”

compiled and described in each user's unique analytic, the VMC community becomes a rich space for ongoing collaboration. View our currently [published analytics](#).

Analytics published in the Video Mosaic Collaborative are peer reviewed to ensure that they add value and innovation to the ongoing scholarly conversation about student learning and reasoning, as evidenced in the videos of this collection. Publication not only provides impact for your analytic through the Video Mosaic Collaborative portal but also provides a permanent reference link (DOI) for the analytic that can be embedded in articles, books, dissertations, etc. An analytic published in the VMC is permanently maintained as part of the RUCore (Rutgers University Community Repository) collection. It can be cited and will be preserved and made available for long-term scholarly use by others.

As the VMC community grows, analytic creators will be able to share their work with a wide range of colleagues—receiving invaluable feedback on full analytics and individual learning events within an analytic and collaborating in new discoveries about student reasoning and effective teaching.

Participation in the VMC Community, which provides access to the VMCAnalytic tool and a workspace to create, store and share analytics requires an [application for community membership](#). The application helps us understand how you will use the tool and confirms that you have read, and agreed to, the [VMC Community Code of Conduct](#). It is important that this shared space and carefully constructed video archive are used appropriately.