

Learning in a Team of High School Students Addressing a Climate Mitigation Challenge

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— The Innovate to Mitigate Project. Cambridge, MA: TERC. 2016.

Introduction

The Innovate to Mitigate project designed and conducted a competition for students aged 13-18 to propose and test strategies for mitigating rising levels of greenhouse gases. Using an activity theory approach, this paper explores the scientific inquiry and interdisciplinary learning of a 12th grade high school team over 6 months of participation. An activity-theoretic approach seems promising as a framework for capturing and analyzing the structure of a learning system situated within a science competition, since it provides a lens both for finding and analyzing team learning, and for revealing the process by which learning is mediated by the activity system.

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