

Transcript for Context 1: Digital Story

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Transcript for Context 2: Collective Problem Solving

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Transcript for Context 1: Digital Story

1. 00:00:00,000→00:00:06,001 My name is Ramiro. I went to the flower shop with Roberto and Marcos.
2. 00:00:06,000→00:00:15,000 I interviewed the daughter of the owner. I asked the flower shop lady a question.
3. 00:00:15,000→00:00:26,000 Why do they place flowers in cold water? Here is a photo of the flowers inside a fridge.
4. 00:00:26,000→00:00:32,000 I asked her a mathematics question. If a group of flowers outside a fridge live three weeks,
5. 00:00:32,000→00:00:40,000 and another group of flowers inside a fridge lives double that. How long can they live inside the fridge?
6. 00:00:40,000→00:00:46,000 The answer is: That the group of flowers inside the fridge can live up to six weeks.
7. 00:00:46,000→00:00:50,000 I calculated this answer by multiplying 3 times 2
8. 00:00:50,000→00:00:54,00 My mathematics problem

Transcript for Context 2: Collective Problem Solving

Transcript	English Translation
JESSICA: ¿Qué era la primera, se hace así? If [Alice] eats one ounce, that means that she grows twice, dos ¿qué? Double, no double, two... See, so when two is four, and then three is six, and four is eight, y así, y así vamos hacer la graph. Going like that (gesturing), para arriba. You get it?	What was the first one, do you do it like this? If [Alice] eats one ounce, that means that she grows twice, two what? Double, no double, two... See, so when two is four, and then three is six, and four is eight, like this, and this is how we are going to make the graph. Going like that (gesturing), up. You get it?
ELENA: Um hmm. Pero, how do we times it?	Um, hmm. But how do we times it?
JESSICA: Porque mira, two, times two. Well no... Double it by, nomas double the number of ounces, so if she takes...	Because look, two, times two. Well no... Double it by, just double the number of ounces, so if she takes...
ELENA: Two times two, y luego four times two, y luego six times two, is that what you are saying?	Two times two, and then four times two, and then six times two, is that what you are saying?
JESSICA: Más o menos como sumando el mismo número.	More or less like adding the same number.
CARINA: Pero es lo mismo de sumando si lo multiplicas por dos.	But it is the same as adding if you multiply by two.
INES: Lo que parece es como hicimos un in/out table y ya lo sacamos [Referencing past work].	It looks like we just did an in/out table and that's it [Referencing past work].
CARINA: Yeah. In times two equal out... ¿Ya no tenemos que hacer su altura?	Yeah. In times two equal out... We don't have to use her height?

$$\begin{array}{r|l} \text{In} \times 2 = \text{Out} & \\ \hline \text{In} & 1 \ 2 \ 3 \ 4 \ 5 \ 6 \ 7 \ 8 \ 9 \ 10 \\ \text{Out} & 2 \ 4 \ 6 \ 8 \ 10 \ 12 \ 14 \ 16 \ 18 \ 20 \end{array}$$

Transcript	English Translation
INES: Empezamos de cuatro pies. Si toma si come un pedacito son ocho, si come un pedacito son dieciseis, el tercer pedazo dieciseis y dieciseis. Treintaids ¿no?	We start at four feet. If she drinks, if she eats one piece it becomes eight, if she eats one piece it becomes sixteen, the third piece, sixteen and sixteen, thirty two, no?
JESSICA: Pero, ¿cómo sacastes eso?	But how did you get that?
INES: Porque si empezamos con cuatro pies, como yo les digo, si come un pedacito y sale, aumenta de altura de doble.	Because, if we start at four feet, like I'm telling you, if she eats one piece and it comes out to, her height grows double.
JESSICA: Ohh, her height doubles.	Ohh, her height doubles.
ELENA: You know it's the same thing mira. Dos, you multiply one times two is two, two times four is eight, y si pones two times two is four, four times four is sixteen.	You know it's the same thing look. Two, you multiply one times two is two, two times four is eight, and if you put two times two is four, four times four is sixteen.
CARINA: In squared times 2 is equal to your out (creates new table).	In squared times 2 is equal to your out (creates new table).

$$\begin{array}{r|l} \text{Starting at 4 feet} & \\ \text{In}^2 \cdot 2 = \text{Out} = Y = X^2 \cdot 2 & \\ \hline \text{In} & 1 \ 2 \ 3 \ 4 \ 5 \ 6 \\ \text{Out} & 8 \ 16 \ 24 \ 32 \ 40 \ 48 \end{array}$$

Transcript

English Translation

CARINA: Mira, la pongo en la calculadora y luego pido la Table y me da otra answer de lo que nosotros tenemos aquí (shows calculator table).

Look, I put it in the calculator and then I push Table and it gives me a different answer from the one we have here (shows calculator table).

JESSICA: Entonces lo hicimos mal... pero esto el OUT tiene que ser así (points at earlier written table).

Well then we did it wrong...but this the OUT has to be like this (points at earlier written table).

X	Y_1
0	0
1	2
2	8
3	18
4	32
5	50
6	72

$Y_1 = 2 \times X^2$

JESSICA: Porque también el zero tiene que ser el cuatro, IN tiene que ser cero y luego el out tiene que ser cuatro. Así tiene que ser. Y primero el zero cuatro uno ocho dos dieciseis.

Well the zero has to be four, IN has to be zero and then the OUT has to be four. That's how it has to be. And, first, the zero four, one eight, two sixteen.

ELENA: Sólo si tenemos que cambiar el fórmula, el equation, ¿no?

The only thing we have to change is the formula, the equation, no?