

TIMSS VIDEOTAPE STUDY

POSTDISCUSSION QUESTIONS

1. In viewing and discussing the videotapes, what was interesting or surprising to you? What did you learn about how different countries view teaching, learning, and mathematics? What about the process of teaching mathematics?

2. What questions about teaching and learning did viewing the videotaped lessons raise for you? How can you pursue these questions? Are there things you would like to try in your classroom as a result of viewing these lessons?

GENERAL SUGGESTIONS FOR VIEWING THE LESSONS

STAY FOCUSED ON THE LESSON ITSELF.

- What do you notice?
- What do you hear?
- What inferences do you find yourself making and why?
- What patterns provide clues to how and what the student/teacher was thinking?

**DRAW ON YOUR EXPERIENCE
WITH TEACHERS AND STUDENTS AND
WITH TEACHING AND LEARNING, BUT ALSO
LOOK PAST YOUR ASSUMPTIONS AND
EXPERIENCES TO SEE WITH FRESH EYES.**

- What do you think is the teacher's goal? What does he/she seem to want students to learn? What do you think they are learning?
- What does the teacher do? Are there key moves or moments in the lesson? Are there crucial missed opportunities?
- Why do you see this lesson in this way? What does this tell you about what is important to you? Look for patterns in your thinking.
- What questions about teaching and learning did viewing the videotape raise for you?
- Are there things you would like to try in your classroom as a result of viewing the lessons?

QUESTIONS ABOUT MATHEMATICS INSTRUCTION

- What is the mathematics of the lesson?
- What seems to be the teacher's mathematical goals?
- How does the lesson flow?
- Are there logical connections between the parts of the lesson?

QUESTIONS ABOUT COMMUNICATION BETWEEN TEACHER AND STUDENTS

- What does the teacher do to orchestrate the discussion in the lesson? What are the questions posed to students? When are they posed? How do the questions elicit mathematical thinking in the students?
- What does the teacher do to use students' ideas in the discussion? Are most students involved? How are students' ideas used, and what seems to be the purpose for student ideas?
- What decisions does the teacher appear to make in regard to students' ideas or discussion?
- What do the students do in the lesson discussion? What does their communication suggest about their mathematical understandings?

QUESTIONS ABOUT TEACHERS' BELIEFS

- What does this teacher seem to believe about mathematics? About the way students learn? About the role of the teacher?
- What do the clues in the specific evidence tell you about patterns of thinking? About apparent theories of teaching and learning?
- Are there common cultural theories of teaching and learning that seem to underlie this teacher's beliefs?

HOW TIME IS USED IN A TYPICAL LESSON

