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The application of lesson study across mathematics and mathematics education departments in an Irish third-level institution.

Smith, C. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 31, No. 1. Proceedings of the day conference, Institute of Education, London, UK, March 11, 2011. London: British Society for Research into Learning Mathematics (BSRLM). 55-60 (2011).

Summary: This presentation reports preliminary findings arising from a research project, which embodied cross-disciplinary collaboration into the teaching and learning of Mathematics. The project involved the use of a form of Japanese lesson study by colleagues from the Education Department and the Mathematics Department of a College of Education and Humanities in the Republic of Ireland. Five colleagues worked together to explore the goals of teaching two research lessons; the first of which was part of a module in the history of mathematics for BA students, and the second, a lesson in mathematics education for BEd (Primary) students. Following ethical clearance, the research lessons were videotaped using both a static camcorder focused on the teacher and a roving camera to record student participation. The research lessons were also observed in situ by the remaining participants of the lesson study group. Both research lessons were later transcribed. In this presentation we will report on our initial findings from the different perspectives of preparing, teaching, observing and reviewing the first research lesson. The potential for conducting lesson study in a cross-disciplinary fashion will be discussed.

Classification: C79 D49 C80 B50

Keywords: lesson study; research mathematics lessons; collaborative inquiry; teacher education; teaching-learning processes