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Who does what? A linguistic approach to analyzing teachers' reactions to videos.

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Summary: This paper describes a technique for analyzing teachers' reactions to videos. The technique uses Halliday's systemic functional linguistics to identify teachers' perceptions of the division of labor between teachers and students when working on a mathematical task. The author uses the technique to analyze data from focus group sessions where teachers reacted to a video episode. The author argues that the technique could be particularly useful for studying teachers' perspectives about novel teaching activities, such as problem-based instruction in mathematics.

Classification: C70 C50 D40 D20

Keywords: discourse analysis; teacher thinking; teacher decision making; systemic functional linguistics; geometry; representations of teaching; video; focus groups; theory of mathematics education; instructional situations

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