



RESEARCH DESIGN

COMPONENT
LESSON STUDY

1. Pre-service teachers collaboratively plan research lessons (guided by tutor) ...
2. ... and implement them at our math lab with real classes

VOICE
STUDENT

3. Identification of significant events (interviews with students and pre-service teachers) (Clarke et al. 2006)

COMPONENT
LESSON STUDY

4. Self-reflection and collaborative reflection of held research lessons by means of videography (guided by tutor)

VOICE
STUDENT

5. Participatory research: Students (who attended research lessons) analyze significant scenes of filmed math lessons from their perspectives using the Knowledge Quartet (Rowland 2014; Flutter & Rudduck 2004)

COMPONENT
LESSON STUDY

6. Contrasting juxtaposition with analysis of pre-service teachers and teacher educators (also using Knowledge Quartet)

7. End-product: Short video clips combined with didactic analysis including:
 - Reconstruction of used didactic strategy
 - Determination of influence on students in this specific situation
 - Development of possible alternative strategies

AMADEUS
WHERE THE PERSPECTIVES
OF STUDENTS MATTER!

RESEARCH QUESTIONS

- What kinds of events of math lessons are significant for students, (pre-service) teachers and researchers? By which criteria do they select these events and in what way do these criteria differ from each other?
- What is the benefit of including students' perspective? What are the constraints/difficulties?

FURTHER GOALS

- Establishment of a math lab at the University of Vienna as a communication platform for researchers, (pre-service) teachers and students
- Using the developed short video clips and analyses in pre- and in-service training of teachers