

Transcript of Video

- To what extent is the teacher pushing students to think or probe for understanding? What is your evidence?
- To what extent are students using or learning procedures?
- What evidence did you see that students were making connections or were asked to make them? What kind of connections?
- What was the teacher's goal for the class? Was it achieved?
- How did the questions in this transcript compare to those in the Hong Kong, Australia, and Tom/Lyle transcripts?

(Table 3) She wasn't really probing hence no example. Very beginning 21:37 ... "Anybody else think of an example?" ... (Table 1) she did get 5 responses for that... followed up with an example that she had in mind

(Table 2) ... Probing coming from the students ... 26:20 "3n means... however many I buy I have to pay 3 dollars for"

(Table 4) ... a lot of questions exchanged but not a lot of critical thinking. Missed opportunities. Answered her own questions.

Using or learning procedures

(Table 3) ... to a great extent 32:52 "how would I ... " and the last excerpt was mostly procedure

(Table 1) ... that was about all she got accomplished but not with great success, mainly as her questions were poorly formed 27:24 ... "we took the number of hours and did what" 28:36 It's very garbled "I'm going to give you an example..." trying to teach them procedures but, unlike the Japan situation, there was missing planning beforehand

(Table 2) ... weird section; misleading them for future math with an incorrect statement 34:32-34:49

(Table 4) ... has an opportunity to probe but downgrades to a procedural, and often procedural to affirmation

Making connections

22:48 "What is h? does anyone know?" ... a slight push at making a connection

30:28 trying to connect to prior knowledge "twice as much... three times as long"
... 22:48 when you look at the one-word answer, you can debate whether it's a
(significant) connection

26:34 a connection question

22:28 "say you have a job after school how much money are you going to make
this week"

27:13/18

Teacher's Goal...