

## **Hidden dimensions of teaching/learning in mathematics: The contribution of video studies to comparative analysis and the development of instruction (VIDEOMAT)**

Project leader: Professor Roger Säljö

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### **Project summary**

VIDEOMAT is a collaboration between scholars and teachers from Finland (Åbo Akademi University), Norway (Agder University), Sweden (University of Gothenburg) and the USA (University of California Los Angeles). The purpose of the project is twofold: a) to document and analyse through video mathematics teaching and learning in Nordic and US classrooms in relation to a specific theme (introductory algebra in grades 6 to 7), and b) to create a virtual environment to stimulate the dialogue among Nordic and US mathematics teachers aiming to improve mathematics instruction. The second purpose implies implementing activities for teachers that seek to promote developmental activities among teachers not through courses as is normally done in in-service training, but through stimulating dialogues and collaborative work with colleagues about mathematics teaching and learning. The issues that will be explored in these collaborations are the same as those that are being observed and analysed in the video documentations from the respective classrooms. The idea is that teachers in this manner will be given opportunities to assume an analytical perspective on their activities by being offered insights into how teaching and learning are organized in other countries.

The collaboration between teams will be organized through a virtual platform in which excerpts from lessons in the different countries are documented and can be accessed and analysed. This implies that developmental work can be implemented using this platform both at the local level (in the school) but also in international teams meeting through video conferences. This will provide a stimulating environment in which teachers will have access to teaching practices in other countries, and at the same time they will be held accountable for their own traditions of organizing teaching and learning when presenting them to colleagues.

The project is funded by NOS-H (Nordiska samarbetsnämnden för humanistisk och samhällsvetenskaplig forskning) as a NORDCORP activity. Project leader is professor Roger Säljö, Department of Education, Communication and Learning and LinCS, University of Gothenburg