26.04.2019 Duration of Session 1 (22:28min)

(06: 48min - main part of the group work) I recording

(14:54 min - main part of group work) II recording

The material of the min part was recorded as two recordings due to the camera battery replacement

(01:26 min - presentation of group work) III recording

SB-G2-S1 (School B - Group 2 - Session 1)

After the teacher’s instructions, the pupils start working in a group

(0:23) HLA boy: “We’re to do tasks on the handout” (thinks of the handouts received from the teacher)

(0:25) HLA boy: “Don’t copy.”

(0.27) MLA boy: “What am I going to copy?” (and he stops) “What am I supposed to copy?” (but HLA boy has already started working on his handout)

(0:32) MLA girl stared in the direction of HLA boy after she stopped working on the handout, then frowned a little.

(0:42) LLA girl watches MLA girl.

(0:45) LLA girl asks MLA girl: “Do you want me to help you?”

(0:47) MLA girl shakes her head in denial and keeps looking in the direction of HLA boy.

(0:49) LLA girl starts counting louder: “56… I write five and memorise six… Three times six…”

(0:54) HLA boy: “V, (LLA girl) silently.” (looks at her with an intention to have her speak silently)

(0:58) HLA boy repeats: “Silently V (LLA girl)”.

Each member of the group works independently on the handout with occasional short conversations

(01:19) The teacher comes to the group: “Is this a challenge for you?”

(01:20) HLA boy: “It’s not to me.” (smiles)

(01:22) Teacher: “It’s not a challenge… Why? Because we’ve already done it and we’re doing it again.”

(01:39) LLA girl: “Ah, how is this to be done?” (and she leans on one elbow)

(01:41) MLA girl, who is sitting next to LLA girl, says: “You can do it.” (turns to LLA girl)

(01:50) LLA girl looks at HLA boy: “Hey how much is eight times three?” (HLA boy is focused on his work on the handout)

(01:51-01:56) MLA girl looks at LLA girl, then approaches her and peeks in her work, then continues working on her handout: “4 times five.” (she says aloud)

(02:03) LLA girl takes an eraser and starts erasing what wrote.

(02:14) LLA girl looks at MLA girl’s handout and then writes on her own. (02:15)

Pupils work on their handouts with occasional glances at each other’s handouts and with short queries about the task.

(02:51) MLA girl and LLA girl turn from the group and talk to another group.

(03:00) MLA girl turns to her group again, while LLA girl continues to communicate with the adjacent group, (3:07) LLA girl turns shortly afterwards and watches HLA boy and MLA boy

(03:07) HLA boy approaches MLA boy and quietly says: “It exceeds.” (referring to the task that exceeds)

(03:09) MLA boy: “Which one?”

(03:12) HLA boy just points his finger at the task on his handout.

(03:24) MLA boy raises his hand in the air: “Wait. I’ll ask now if it does.” (quietly speaks in the group)

(03:30) MLA girl: “She said that… that there was excess.”

(03:35) MLA boy: “Teacher.” (he raises his two fingers)

(03:41) LLA girl: “This last one.”

(03:42) MLA boy: “These last two ones exceed one thousand.” (still holding his hand in the air while speaking)

(03:57) HLA boy: “Ahhh, let them exceed … As if it is some wonder that they exceed.” (waves his hand through the air)

Pupils work on the tasks.

(04:36) MLA girl looks questioningly at HLA boy: “Seven times nine?” (HLA boy looks at her briefly and looks down, and then MLA girl looks down at the handout)

(Excerpt 3)

1 (04:46) LLA girl coughs a bit: “Eh… Here it is.” (she straightens up and looks at the MLA girl’s

notebook)

2 (04:48-04:51) While erasing on her handout, MLA girl pauses and looks at the LLA girl’s handout and then frowns a bit.

3 LLA girl looks at MLA girl and then looks away from the MLA girl’s face to look at her handout.

4 MLA girl continues to erase with an eraser on her paper, raises her eyebrows a couple of times and sticks out her tongue a bit (can be interpreted as MLA girl not understanding what LLA girl wrote)

5 (04:59) LLA girl: “I want someone to help me.” (she says quietly that no one else either heard it or reacted, because they were occupied with their work)

6 (05:02) LLA girl raises her hand.

(05:07) LLA girl rises from her chair and looks at HLA boy: “I have to go to the teacher to ask her if I can calculate at the back.” (HLA boy looks at her and continues to work, and LLA girl walks away from the group)

(05:29) MLA boy: “Teacher, there’s one more.” (meaning a task the result of which exceeds)

(05:29) The teacher approaches the group: “Never mind… Just work… Ahhh!” (in a humorous way)

(05:32) LLA girl sits in her seat: “Teacher, may I count at the back?”

(05:33) Teacher: “Of course… To calculate… You may.”

(05:34) The teacher leans with her palms on desk between LLA girl and MLA boy and monitors the group work.

(05:38) Teacher: “Has anyone invested a wild card here?”

(05:42) HLA boy: “What?”

(05:43) Teacher: “Has any point been invested?”

(05:43) HLA boy shakes his head in negation.

(05:44) Teacher: “Oooh, you’re not giving up so easily.”

(05:46) HLA boy: “Teacher... I find this easy, but I’m confused that the result exceeds.”

(05:49) Teacher: “And what if… But there are no such instances anywhere else… Come one.”

(05:52) MLA boy: “And does point mean?” (looks at the teacher)

(05:55) HLA boy replies: “To invest it three times to have someone help you.”

(06:59) The teacher nods her head a couple of times as she looks at MLA boy.

(06:06) Someone from the second group: “Teacher, we’re done.” (teacher leaves)

Pupils continue working.

(06:15) MLA girl: “I’m still working on the second one.”

(06:17) HLA boy: “I’m working on the third.” (he straightens up and leans back in his chair as he looks at MLA girl)

MLA girl occasionally looks at the handout and at HLA boy as she writes while monitoring his work.

FIRST RECORDING

SECOND VIDEO

(02:19) LLA girl: “B…” (HLA boy’s name) … “…how to do this task?” (she looks at him leaning on his elbow) (HLA boy writes without paying attention immediately)

(02:24) LLA girl repeats: “How to do it?”

(02:25) HLA boy raises his head, “Which one? The last one.”

(02:27) LLA girl: “Will you help me?”

(02:28) HLA boy nods twice.

(02:30) HLA boy continues: “I’m doing it now… Look.” (he extends his hand towards LLA girl) … “You first need to calculate three times 123.”

(02:37) LLA girl: “These two first.”

(02:38) MLA boy: “I solved everything.” (although he has finished them, he doesn’t offer help but sits and watches)

(02:39) HLA boy continues: “Yes. Solve these two numbers first.”

(02:40) LLA girl: “Shall I copy this plus?” (and she starts erasing)

HLA boy writes the task, and LLA girl tries to solve it herself.

(03:13) HLA boy: “Let me help you.” (and stretches out his hand towards her handout)

(03:15) LLA girl: “Wait, I’ve figured it out now… Three times one… Three times two…” (pauses a bit, squints and then starts writing) (she is to solve the task 3X123 + 4X123)

(03:22) Meanwhile, HLA boy checks his results with MLA boy, and MLA girl solves them herself.

(04:01) The teacher comes to the group and stands by the MLA girl’s desk: “Come one, read this task.” (points her finger at the MLA girl’s handout)

(04:04) MLA girl reads the task: “Increase the difference between numbers 435 and 256 five times.”

(04:08) Teacher: “What arithmetic operation is involved when it comes to differences?”

(04:11) MLA girl thinks a bit and looks in front of her.

(04:16) MLA girl: “Minus.” (and she looks at the teacher)

(04:19) MLA girl starts erasing that what was previously written on the handout.

(04:28) After correcting her task, MLA girl says: “This part of your work is incorrect.” (stretches across the desk and points at the HLA boy’s handout)

(04:30) HLA boy: “Which one.”

(04:31) MLA girl looks at her handout again and withdraws: “Oh, yes... Yes... It’s correct.” (she leans on her elbow and looks at her tasks)

LLA girl still works alone, and MLA boy and HLA boy check and compare their results.

(04:55) MLA girl: “I’m done.” (looks to the left at LLA girl)

(05:00) LLA girl turns to MLA girl: “Hoow? It can’t be done.” (she straightens up and looks in the direction of HLA boy)

(05:07) LLA girl: “B…” (calls HLA boy) (HLA boy doesn’t react because he’s busy with MLA boy on comparing results) LLA girl watches and waits (MLA girl didn’t offer to help but watches MLA boy and HLA boy as they lead conversation)

(05:27) The teacher approaches the group: “Are you done?” (Teacher stands next to the group and watches)

(05:39) HLA boy looks at the teacher behind him: “Teacher, the only ones who used them are S (MLA girl) and V (LLA girl), one each.” (thinks of help points)

(05:45) Teacher: “All right. Continue helping them.” (and slowly leaves the group)

(05:45) HLA boy stretches out across the desk and takes the handout from LLA girl: “Let me see.” (he puts it in front of himself and starts looking)

(05:47) LLA girl: “I can’t do that last one.”

(05:49) HLA girl: “You can’t do the last one… Three times 123… You wrote it correctly, it’s 369 and now... plus… you have to rewrite.” (and she looks at LLA girl)

(06:04) LLA girl: “Do I really have to?” (looks at HLA boy)

(06:05) HLA boy looks at MLA girl: “She has to rewrite plus… and the following… 4 times 123 is 369 plus 4 times 123... Have you done it this way?”

(06:19) MLA girl nods.

Then HLA boy and MLA girl compare their handouts, that is their completed tasks.

(06:45) HLA boy: “Copy it as I did.”

(06:46-06:57) MLA girl compares the handouts and LLA girl sits next to her and watches

(06:58) MLA girl compares her handout with the LLA girl’s handout.

(07:05) MLA girl: “This part of yours is incorrect.”

(07:08) HLA boy: “You do it for her.”

(07:09) MLA girl: “I don’t want to work for her… “

LLA girl works alone on her task.

(07:19) MLA girl turns to LLA girl: “Come on... I’ll do it for you.”

(07:20) LLA girl: “Leave it… I’ll do it.” (and she waves her hand slightly in front of her)

(07:23) MLA girl: “She wants to do it herself.”

The teacher speaks to the class. She can bes heard in the background as she talks about pointing out mistakes (same transcription as in SB-G1-Ses.1)

(08:09) LLA girl completes her task and holds her handout.

(08:10) MLA girl extends her hand to LLA girl: “Let me see … Let me see.” (LLA girl does not allow her to take the handout, but MLA girl reaches out to take it): “She does not let me see it.” (08:14)

(08:15) LLA girl takes her handout in her hands and looks at the handout and at HLA boy in turns (but HLA boy doesn’t react)

(08:15) MLA girl leans over to see the handout which LLA girl holds in her hands, but LLA girl presses it to her chest.

(08:21) The teacher approaches the desk: “Are you reviewing them or…”

(08:24) HLA boy: “We are reviewing them.” (nods)

(08:25) HLA boy continues: “A (MLA boy) didn’t do it correctly… I checked it and it’s correct now.”

(08:25) MLA girl takes the LLA girl’s handout and looks; this time LLA girl doesn’t react.

(08:32) Teacher: “Exchange them now.”

(08:35) HLA boy: “Teacher, how?”

The teacher stands behind the camera and gesticulates (the fingers of her hand can be seen in front of the camera)

(08:36) HLA is about to exchange his handout with MLA girl, but he directs his hand towards LLA girl: “V… (calls LLA girl by her name intending to take over the handout from her) ...let me do it for her now.” (HLA boy looks at MLA girl) “And she’ll…” (he looks at LLA girl and does not finish his sentence, but throws his handout gently to her) “Here you are and don’t do anything… I’ll do it for you now.”

(08:43) MLA girl: “I already did.”

(08:45) HLA boy: “For whom?”

(08:46) MLA girl points to LLA girl: “I did it for her.”

(08:49) HLA boy takes an eraser from the desk: “Well, I also have to do it V.” (LLA girl) (erases on her handout)

(08:49) LLA girl just watches while HLA boy comments, then leans on her elbow and looks at the handout she got from HLA boy.

(09:12) MLA boy: “I know that the result B (HLA boy) and I got is correct because we worked together. We didn’t work together… (corrects himself) but we checked them together.”

(09:16) HLA boy raises his head from the handout: “Yeah.” (smiles and looks at MLA girl)

HLA boy corrects the LLA girl’s handout, MLA boy watches and occasionally comments, and MLA girl occasionally talks to LLA girl.

(10:08) HLA boy asks MLA girl: “What is your result in the last one?”

(10:11) MLA girl looks at her handout: “861.”

(10:12) HLA boy: “Yes…” (and he takes his handout which is where LLA girl is sitting and looks at it)

(10:16) HLA boy asks MLA boy: “Is your result 861?” (and he points to the handout)

Meanwhile, LLA girl gets up and looks for something in the jacket hanging behind her on the hanger.

(10:45) HLA boy: “Teacher… We’re done.”

(10:47) Teacher: “Have you all checked them.” (She came to the HLA boy’s desk) “Where is V?” (LLA girl)

(10:54) HLA boy: “One of hers is incorrect.” (MLA boy and HLA boy look at the handout together)

(10:56) LLA girl returns to the group and sits in her seat.

(10:59Teacher: “Erase it for her… Don’t correct it for her, just erase it.”

(11:14) HLA boy: “V… (calls LLA girl by her name) … Here you are.” (hands her the handout) “Correct this.”

(11:19) Teacher: “Tell her what she did wrong.” (the teacher withdraws from the group)

(11:19) HLA boy points to the handout: “Look, you’ve made this mistake ... this ... and correct this.”

(11:19) MLA boy also leans over the desk and points his finger where she did wrong.

(11:29) MLA girl: “She copied everything from me.”

LLA girl is trying to work on her own.

(11:41) MLA girl turns the HLA boy’s handout and looks at it, comparing it to her own: “Mine is correct.”

(11:45) HLA boy: “What?”

(11:47) MLA girl: “Mine is correct.”

(11:48) HLA boy: “Then everyone’s correct... Is your result for the penultimate task 852?”

(11:56) MLA girl nods.

(12:10) MLA boy: “V, (LLA girl’s name) it means you lost that one point.”

(12:15) HLA boy: “No, she lost two.”

(12:16) MLA boy: “Two and you have only one left.” (looks at LLA girl)

(12:20) HLA boy: “Do you want to ask us? You have exactly one left.” (thinks of a help point)

(12:25) MLA girl just shakes her head right and left as she looks at HLA boy and MLA boy: “I don’t.”

(12:26) MLA boy adds: “If you want.”

(12:30) HLA boy: “Do you want to ask us?”

(12:30) Leaning on her elbow LLA girl shakes her head

(12:33) HLA boy: “Do you want us to tell you... and we can tell you how to do it.”

(12:40) LLA girl: “All right. I’ll abide by what you say.”

(12:42) MLA boy: “What is the task?”

(12:42) HLA boy takes the handout that is in front of LLA girl: “Now I’ll do it for her… This one here first… should be 822.” (the task was 137 X 6) “822, right?”

(12:56) MLA girl: “822.”

(13:05) HLA boy: “In this second one it should be 852.”

(13:06) MLA boy: “Well, don’t solve it for her… So it means now she has one point in the minus.”

(13:13) HLA boy returns the LLA girl’s handout: “Come on, do this one again.”

(Excerpt 3.1.)

1 (13:16) MLA boy looks at LLA girl: “So, we can’t help you anymore. You’ve spent all three points. You’re in the hole, V.” (LLA girl’s name)

2 Pupils talk with another group

3 (13:29) Teacher in the background: “Did anyone make a lot of mistakes?”

4 (13:31) HLA boy says loudly: “V (says the LLA girl’s name) used all three points.”

5 (13:32) MLA boy: “V (says the LLA girl’s name) …four.” (and shows 4 fingers)

6 (13:34) The teacher approaches the group

7 (13:38) The teacher approaches the group where LLAg is sitting: “That’s not, that’s not much …come on.”

(13:39) MLA boy: “We used it four times.”

(13:39) HLA boy: “V… (LLA girl’s name) …used three of them.”

(13:40) Teacher: “All right… It’s not a lot... We said…” (and she comes to the end of the desk where LLA girl is sitting) “Good… Bravo.”

(13:47) HLA boy: “Her textual task was incorrect.”

(13:48) Teacher: “And which other?”

(13:50) MLA boy and HLA boy set out to show it at the same time.

(13:53) Teacher: “Just a little.” (puts his finger on the handout) “You wrote a good result, but you didn’t follow the right procedure… You got this number here but in what way?” (she points her finger at the place of the task on the handout) “You didn’t subtract it. Come on, subtract that and then multiply.”

(14:05) HLA boy: “But that one is correct for her.”

(14:06) Teacher: “But there is no procedure.”

(14:09) HLA boy leans a little more over the LLA girl’s handout: “Look, really.”

(14:12) The teacher leaves the group: “And why didn’t you help her with that? Go there and show her.”

(14:16) MLA girl approaches to look at her handout.

(14:18) HLA boy leans over the desk and points his finger: “You did this right, but this is incorrect.”

(14:20) The teacher’s voice can be heard in the background: “Have you all finished?”

(14:22) All pupils together: “Yesss!”

(14:23) Teacher: “Some in the group up there are still doing corrections.”

(14:49) MLA boy: “We’re done.”

(14:50) HLA boy: “We're done.”

Teacher counts: “One... two... three... seven.” (the pupils gradually hush down until they pay full attention)

THIRD RECORDING - presentation

The pupils stand in front of the desk.

Teacher: “Start.”

(0:25) When introducing the group, HLA boy normally starts from himself and then introduces other members of the group.

(00:30) HLA boy: “The first task was to calculate.” (but looks at the handout of MLA boy who is standing next to him)

(0:32) MLA boy continues: “137 times six is 822.”

(0:43) HLA boy: “The second task was the sum of the numbers 182 and 256 multiplied three times.” (and he looks at MLA girl standing next to him)

(0:56) MLA girl: “Er… eer” (and starts off) “The sum of numbers 182 and…”

(0:58) HLA boy says quietly: “Just read how you did it.”

(01:00) MLA girl: “Sss…” (stutters a bit) “734” (and she looks at the teacher)

(01:05) Teacher: “What were your mistakes? Most often ones.”

All the pupils look at the teacher.

(01:11) Teacher: “What was the most common… Procedure or result?”

(01:15) HLA boy: “Most often we made mistakes in getting to the results.”

(01:20) Teacher: “To the results, all right.”

(01:21) Teacher: “Thank you.”

There is applause in the classroom

LLA girl did not present anything and did not taken part in the presentation, but just stood.