

**Conducting and communicating classroom-close research
that makes an impact
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These two sessions will complement Professor Jaworskis by focusing on two strands in research on mathematics teaching and learning:

- As an insider in ones own institution, whether school, college or university
- As an outsider and guest in other classrooms.

At least the first is likely to be quite small-scale — but it can still have impact. Throughout, I hope we can all benefit by drawing on participants own experiences.

In Session 1 we shall consider the rationale and audience for such research, its potential and limitations, and the implications of those for research planning and structure. I shall share my experiences and some of my learning from studies of both kinds, and participants will work in small groups to analyse the issues in relation to research they are doing, or would like to do. The particular methods adopted will depend on the context and research questions, but for all of them, ethics are key, so we shall work together to analyse the ethical and practical challenges associated with such work.

In Session 2 we shall first consider the challenges associated with being an insider researcher. We shall then focus on the theoretical framings and tools that can be used to analyse and interpret classroom-close research, considering the ways those can be used to make meaning of a range of (often subjective) data and relate findings to existing literature. We shall also discuss means and benefits of developing interpretation collaboratively, including with participants. The second part of the session will focus on the purposes and form of dissemination: how can we communicate our findings to the range of audience we would want to know about them?

Keywords: Conducting; communicating classroom.