

EXPANDING RESEARCHERS' ABILITY TO STUDY STUDENT EXPERIENCES

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ACTIVITIES

In this working session we will be involved in role play where participants will be asked to engage in learning situations where emotions are engaged. From these activities, implications for mathematics education researchers wanting to explore the emotions of learners will be discussed.

AIMS

Increasing interest has been devoted to students' experiences in the mathematics classroom, including the emotions they have during mathematics-related activities. In qualitative research, the researcher is the main instrument of data analysis. While trying to understand the experiences of students, the researcher is always reflecting upon their own experiences to interpret and understand the student's behaviour. While the researcher's own experiences provide the basis for interpreting any data, they also are a source of bias. The researcher can best interpret experiences similar to his/her own and easily ignores or misinterprets other kinds of experiences. The aim of this working session is to expand the participants' ability to identify and interpret different experiences that student's might have.