

3. Researcher's Comments (English)

[00:00:28](#) In this opening segment the class reviews what they studied last time. In fact, the whole lesson is devoted to reviewing previously learned material. In the Czech data set, 25% of the lessons were entirely review (Hiebert et al., 2003, *Mathematics Teaching in Seven Countries: Results from the TIMSS 1999 Video Study* [hereafter Video Report], figure 3.9).

[00:05:23](#) Here the interaction shifts from public, whole class work, to students solving problems at the board while the rest of the class works on the same set of problems privately. In total there are nine interaction shifts throughout the lesson. This number is slightly higher than the Czech average of seven shifts per lesson (Video Report, table 3.7).

[00:20:30](#) This mathematical discussion does not involve working on problems, thus it is classified as a "non-problem" segment (ending at 22:08). Other non-problem segments occur near the beginning of the lesson (00:46) and at the very end (44:16). Overall 92% of the lesson time is spent solving problems and 7% is spent on non-problem segments.

Across the Czech data set, on average, 83% of the lesson time was spent solving problems and 15% was spent on non-problem segments (Video Report, figure 3.3).

[00:34:35](#) The teacher now instructs the students to work in groups, with their classmates who have been solving the same set of problems. Prior to this point, the students worked on problems individually. Altogether about 68% of the private work time in the lesson is devoted to individual work and about 32% is devoted to group work.

The amount of time devoted to group work is somewhat higher than usual. On average in Czech lessons, students worked individually during 92% of the private interaction time; the remainder of the time they worked in pairs or groups (Video Report, figure 3.10).

[00:40:23](#) This problem contains a real-life connection, whereas the rest of the problems in the lesson are presented and solved using only mathematical language and symbols. In the Czech data set, 15% of the problems in a lesson, on average, were connected to the real world (Video Report, figure 5.1).

[00:43:23](#) The lesson is interrupted by an announcement over the intercom. Outside interruptions occurred in 14% of the Czech lessons (Video Report, figure 3.14).

[00:44:16](#) At the end of the lesson the teacher assigns homework, a relatively typical feature of Czech lessons. Homework was assigned in 78% of the lessons in the Czech data set (Video Report, figure 3.11).