

Analysing Instruction as a Coordination of Dimensions of Mathematical Progression: The Case of Blair

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Within a design research project, a distinctive approach to data analysis has been developed, which tracks the progression of instruction over sequences of tasks as a coordination of adjustments on a few key dimensions of mathematical progression. The paper presents an example analysis, drawn from a teaching experiment involving intervention with a low-attaining primary student over 20 weeks. For instruction developing multiplicative strategies, five key dimensions are identified: range, orientation, setting, notation, and attention to structuring and strategies. The analysis is recommended for illuminating responsive instruction, and for informing the design of a learning trajectory.