

The TIMSS-R Video Study

PROGRESS REPORT

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May, 2000

Below is a summary of progress made in the Math component of the TIMSS-R Video Study as of May 2000.

Data Collection

Data collection is nearly complete in all countries. The table below shows the number of tapes collected as of the beginning of May 2000, broken down by country and subject matter.

Table 1: Number of Lessons Taped

	Math
Australia	83
Czech Republic	100
Hong Kong	109
Japan	N/A
Netherlands	79
Switzerland	96
United States	81
Total	548

Multimedia Database

Once tapes are collected they are processed to construct a multimedia database, which is then used for coding and analysis. The table below summarizes progress to date in transcribing, translating into English, and time-coding the tapes. (Time-coding is the process of linking the transcripts to the video so that precise segments of video can be retrieved using transcriptions.)

Table 2: Number of Lessons Processed

	Math
Videotaped	548
Translated/transcribed (1 st Pass)	414
Timecoded (2 nd Pass)	391

Coding of Videotapes

Mathematics

Coding of the Math videotapes is being completed through a series of passes. Seven passes are currently envisioned. The first several passes apply coverage codes, parsing the lesson into meaningful segments or units. This is done at several levels, for example classroom interaction patterns and content units. Later passes describe the nature of these segments and mark the occurrences of significant events.

The status of code development and coding differs for different passes.

The first four passes, containing most of the coverage codes and some occurrence codes, are fully developed and are being used by the coders. Reliability data for these are shown in Table 3 below. This Table also shows the number of lessons coded for these passes for each country. A brief description of the codes in Passes 1-4 is provided in Table 4.

Pass 5 is nearing completion with respect to code development and preparation of training materials. This pass contains codes that will be applied to all mathematical problems.

Coders have been trained in constructing Lesson Tables. These Tables provide a concise summary of the codes applied to each lesson in Passes 1 to 3.

Table 3: Pass 1-4 Coder Reliability Data and Lessons Coded

Pass	Reliability	Code	Number of Lessons Coded							Total
			AU	CZ	HK	JP	NL	SW	US	
Pass 1	94%	Lesson	65	53	69	24	72	50	58	391
	92%	Classroom Interaction	65	53	69	24	72	50	58	391
Pass 2	88%	Content Coverage Codes	65	53	69	24	72	50	58	391
Pass 3	96%	Concurrent Problems	65	53	69	24	72	50	58	391
Pass 4	99%	Assignment of Homework	58	49	49	24	31	0	12	223
	99%	Goal Statement	58	49	49	24	31	0	12	223
	100%	Historical Background	58	49	49	24	31	0	12	223
	95%	Outside Interruptions	58	49	49	24	31	0	12	223
	98%	Summary of Lessons	58	49	49	24	31	0	12	223
	98%	Real Life Non-problem	58	49	49	24	31	0	12	223

Table 4: Pass 1-4 Codes

Pass	Code	Brief Description
1	Lesson (LES)	In- and out-points of the lesson
	Classroom Interaction (CI)	Shifts between public, private, and mixed classroom interaction
2	Content Coverage Codes (CCC)	Shifts between non-math, math organization, and math work (problem and non-problem segments)
3	Concurrent Problems (CP)	Numbering of problems worked on concurrently
4	Assignment of Homework (AH)	Occurrences of assigning homework
	Goal Statement (GS)	Occurrences of goal/topic statements
	Historical Background (HB)	Occurrences of information relating to the historical background of the math content
	Outside Interruptions (OI)	Occurrences of outside interruptions
	Summary of Lesson (SL)	Occurrences of lesson summaries
	Real Life Connection - Non Problem (RLNP)	Occurrences of real life connections in non-problem segments

Detail specific to each of these Pass 1-4 codes can be found in the Math Coding Manual on this Web site.