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**GREGORY BELOSTOTSKI**, University of Alberta, Department of Secondary Education, 347 Education South University of Alberta, Edmonton, Alberta T6G 2G5

*Researching the Classroom Experience of the Mathematics Student: The role of discourse analysis and phenomenology in mathematics education research*

Researching the student experience in the classroom is an important aspect of the study of education in and of mathematics. For example, individual teachers and programs of study frequently call on students to communicate ideas, construct meanings, and participate in a mathematics community of peers (the classroom or research community). With such expectations comes the responsibility to develop a deep level of knowing the nature of the experiences of students learning mathematics in the classroom. Such understanding is required in order to develop practice in support of student inquiry and communication in the classroom, and to nurture participation in the mathematics learning community.

In this presentation, I describe my approach to researching one aspect of student experience—the nature of student questions in the mathematics classroom. I will outline some of the theoretical considerations in designing my present study and present how I am using the framework of phenomenology to research the experience of asking questions from three different points of view: the student, the teacher, and the researcher. Finally, I will present discourse analysis as a research technique for analysis of student questions in order to examine the relationship between the student, the discipline of mathematics, and the learning community.

This research is part of my doctoral dissertation in Secondary Mathematics Education at the University of Alberta.