

Analyzing social interactions in a regular class: A pilot study with secondary students with a visual impairment

Mathieu Gaborit^{1,2}, Nathalie Lewi-Dumont², Kenza Berrada³ & Minna Puustinen²

¹ Paris Nanterre University, Nanterre, France

² EA 7287 Grhapes – INS HEA, Suresnes, France

³ Paris Descartes University, Boulogne-Billancourt, France

Our previous questionnaire studies on help sought by secondary students with a visual impairment (VI) during mathematics lessons (Puustinen, Arneton, & Lewi-Dumont, submitted) and help provided to secondary students with VI by mathematics teachers (e.g., Lewi-Dumont, Arneton, & Puustinen, 2016) yielded contradictory results: teachers, but not students, considered that students with VI should ask for more help in class (cf. Puustinen, Arneton, Lewi-Dumont, & Gaborit 2015). These results might partly reflect the limits of the use of questionnaires in research on in-classroom interactions (e.g., questionable reliability of anonymous student self-reports). Therefore, in the present pilot study, our aim was to test a new methodological paradigm for the analysis of technology-mediated and face-to-face interactions taking place between secondary students with VI and their teachers, teacher assistants, and peers in an inclusive setting. In the absence of existing research on this topic in students with VI, the new methodological paradigm was inspired by previous research on students with other disabilities (Koegel, Matos-Freden, Lang, & Koegel, 2012; Loyd, 2015; Robertson, Chamberlain, & Kasari, 2003; Segall & Campbell, 2012). Three blind 9th-graders included in a regular mathematics classroom in Paris were filmed during two 1-hour mathematics courses. The students, their parents, mathematics teacher, and teacher assistant were also interviewed. Data analysis is still ongoing. The results of this pilot study should allow us to better frame future research on this topic.

Keywords: blind students, social interaction, mathematics

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