

ZMATH 2003f.04462

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Learning To Notice: Scaffolding New Teachers' Interpretations of Classroom Interactions.

J. Technol. Teach. Educ. 10, No. 4, 571-96 (2002).

Discusses mathematics and science education reforms that encourage teachers to adapt instruction as students raise new ideas, defines what it means to notice, and describes a multimedia software tool designed to help teachers learn to do so. Reports results of a study in which teachers seeking secondary teaching certification used the software. (ERIC)

Classification: B54