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**Teachers' reactions to animations as representations of geometry instruction.**

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Summary: This study looks at future and novice teachers' responses to and perceptions of a set of animations as representations of geometry instruction. While the future teachers responded more agreeably to the animations, discussion forum and survey data provide evidence that the animations prompted both future and novice teachers to consider how pedagogical decisions affect the classroom environment and how students think about and communicate geometric ideas. Data also suggest that the animations helped both groups refresh their content knowledge.

*Classification:* B50 G10

*Keywords:* animations; teacher education; representations of teaching; geometry instruction; educational research

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