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Preservice teachers' learning from an online, video-based, mathematics professional development resource.

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Summary: This article presents the findings of a study of preservice teachers' unstructured engagements with an online, video-based, professional development resource focused on mathematics teaching and learning. Volunteer preservice teachers were invited to engage with the online resource and their reflections on their experiences were recorded in individual and focus group interviews. The findings reveal how the preservice teachers engaged with the resource, and what they learned about the teaching and learning of mathematics from their interactions with the resource. Here we present elements of those findings that reveal the participants' learning.

Classification: B50 C39 D39 R59

Keywords: professional development; preservice teacher learning; multimedia; empirical investigations; educational research

<http://www.iejme.com/012011/ab2.htm>