

ZMATH 2016c.00260

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Making the most of teacher self-captured video.

Math. Teach. Educ. 4, No. 1, 6-19 (2015).

Summary: Recent advances in technology have resulted in an array of new digital tools for capturing classroom video, making it much easier for teachers to collect video from their own classrooms and share it with colleagues, both near and far. We view teacher self-captured video as a promising tool for improving mathematics teacher education. In this article, we discuss three issues that are essential for making the most of self-captured video: camera position, how much video to capture, and when to specify tasks for capturing, selecting, and using video. We propose that the act of deliberately participating in the self-capture process, as well as viewing and analyzing one's own video with colleagues, offers worthwhile opportunities for mathematics teacher learning.

Classification: C70 U89 D49

Keywords: professional development; self-capture video; video analysis