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What they notice in video: a study of prospective secondary mathematics teachers learning to teach.

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Summary: Most teacher preparation programs have embraced the use of video as an effective methodology for developing teachers' noticing skills. This study focused on learning about what secondary mathematics prospective teachers (PSTs) were able to notice when viewing video of their own co-teaching, particularly in a microteaching setting that consisted of peers. PSTs documented their observations on an observation tool while re-watching their video and then identified and ranked their top three observations. The ranked noticing statements were analyzed based on a grounded theory approach. Overall, PSTs' ranked observations were more likely to attend to students and had a strong focus on mathematics and student learning. Ranked observations equally demonstrated both broad and specific understanding of video moments and often made suggestions that something they noticed could be improved in the implementation stage, versus improvements in planning or changes in themselves. Results support PSTs' use of video for developing noticing skills in teacher education programs.

Classification: D49 U89 D39

Keywords: teacher noticing; preservice teachers; secondary mathematics education; video use; teacher preparation

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