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Video-stimulated recall as a catalyst for teacher professional learning.

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Summary: The purpose of this article is to examine the potential of video-catalysed reflective practice for supporting ongoing teacher professional learning in numeracy. We explore this potential through a synthesis of two case studies that investigated different approaches to supporting teacher reflection on practice through the use of video-stimulated recall: one case involved a single researcher and a single teacher, and the other case included two researchers working with a pair of teachers. Data were analysed through the use of two conceptual lenses which were synthesised from literature related to levels of teacher reflection and teacher change. The analysis suggests that video-stimulated recall can be an effective medium for promoting teacher professional learning, providing quality reflection and questioning are included as crucial elements of the processes.

Classification: D49 D39 U89 B50

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