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| Nota di contenuto | 1 How Researchers and Teachers Could Use Videos: The Role of Grounded Images -- 2 How Videos And Audio Technology Support The Professional Development Of Teachers -- 3 Developing Teacher Competencies Through Videos For Facilitation Of Mathematical Modelling In Singapore Primary Schools -- 4 Developing Critical Reflection Through Audio And Video Technology For Some Singapore Primary School Mathematics Teachers -- 5 How A Singapore Teacher Used Videos To Help Improve Her Teaching Of The Part-Whole Concept Of Numbers And The Model Method -- 6 Learning For Mathematical Problem Solving Instruction In The Philippines: The Case Of Teaching Extensions -- 7 Video As A Medium For Introducing Lesson Study To Multi-Ethnic Malaysian Mathematics Teachers -- 8 Summary Of Part I |

And Introduction To Part II -- 9 What Is Important In A Lesson On Factorization? The Reflection Of An Experienced Teacher In Hong Kong -- 10 The Impact of Online Video Suite on the Singapore Pre-service Teachers' Buying-in to Innovative Teaching of Factorisation via Algecards -- 11 Reflections of a Korean Middle School Mathematics Teacher on Improving the Teaching of Mathematics -- 12 The Use Of Videos And Classroom Artefacts In Professional Development Of Teachers And Teacher Educators In Indonesia -- 13 Summary Of Findings Of Chapters In Part II And Introduction To Part III -- 14 The Use of Video and Audio Technology in Pre-service Teacher Education and In-service Teacher Professional Development -- 15 Going Forward: Encouraging Teachers to Embrace Video Technology for Self-Development -- List of Contributor.

Sommario/riassunto

This book shows how video technology can be used to inform teachers' personal practice, and provides new data and real-world case studies not covered by any previous book on the subject. Initial chapters explore how practicing teachers can view their own recorded lessons and take steps to improve their methods, while subsequent chapters examine how pre-service and in-service teachers can use recorded lessons to improve how they teach selected concepts, or to convey specific learning processes such as mathematical modeling and problem solving better.
