Integrating Video into Pre-Service and In-Service Teacher Training

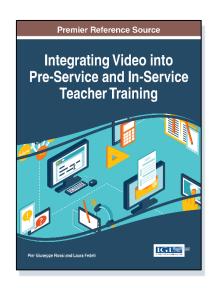
Part of the Advances in Higher Education and Professional Development Book Series

Pier Giuseppe Rossi (University of Macerata, Italy) and Laura Fedeli (University of Macerata, Italy)

Description:

The utilization of media has proven to be a beneficial instructional method in learning environments. These tools are particularly useful for teacher training, promoting better reflection on current practices.

Integrating Video into Pre-Service and In-Service Teaching Training provides a comprehensive overview on the application of class video recordings to encourage self-observation of personal teaching methods and improve everyday classroom habits. Highlights concepts relating to professionalism, didactics, and technological techniques.



Readers:

This book is a pivotal reference source for researchers, educators, practitioners, and students

Topics Covered:

- Didactic Transposition
- Expertise-Based Training
- Formative Assessment
- Mathematics Education
- Professional Development
- Self-Assessment Practices
- Social Networking

Hardcover + E-Access + Free E-Access: Free Hardcover:

\$185.00 \$185.00

Order Information

Phone: 717-533-8845 x100 Toll Free: 1-866-342-6657

Fax: 717-533-8661 or 717-533-7115 Online Bookstore: www.igi-global.com



Table of Contents

Chapter 1: Professional Vision Narrative Review: The Use of Videos to Support the Development of Teachers' Reflective Practice

Giuseppina Rita Mangione, INDIRE, Italy Maria Chiara Pettenati, INDIRE, Italy Alessia Rosa, INDIRE, Italy

Chapter 2: The Use of Videos in the Triangulation Process among Professors, School Teachers, and Students: Promoting Permeability between Pre-Service and In-Service Training

Pier Giuseppe Rossi, University of Macerata, Italy Laura Fedeli, University of Macerata, Italy

Chapter 3: Didactic Models and Professionalization of Teachers: Research Approaches

Daniela Maccario, University of Torino, Italy

Chapter 4: Designing a Collaborative Video Learning Lab to Transform Teachers' Work Practices

Valérie Lussi Borer, University of Geneva, Switzerland Alain Muller, University of Geneva, Switzerland

Chapter 5: Observing to Understand, Understanding to Develop: A Point of View of Professional Didactics on the Teaching Activity in Multilingual Context

Amélie Alletru, Université de Nantes, France Grégory Munoz, Université de Nantes, France

Chapter 6: Learning to Unpack Standards-Based Mathematics Teaching through Video-Based Group Conversations

Rossella Santagata, University of California, Irvine, USA Janette Jovel, Los Angeles County Department of Education, USA Cathery Yeh, University of California Irvine, USA

Chapter 7: The Use of Videos in the Training of Math Teachers: Formative Assessment in Math Teaching and Learning

Giorgio Bolondi, Alma Mater Studiorum Università di Bologna, Italy Federica Ferretti, Alma Mater Studiorum Università di Bologna, Italy Alessandro Gimigliano, Alma Mater Studiorum Università di Bologna, Italy Stefania Lovece, Alma Mater Studiorum Università di Bologna, Italy Ira Vannini, Alma Mater Studiorum Università di Bologna, Italy

Chapter 8: Videos in Teacher Training

Patrizia Magnoler, Università degli Studi di Macerata, Italy Maila Pentucci, Università degli Studi di Macerata, Italy

Chapter 9: The Use of Video Recording in the Study and Conceptualization of the Didactic Transportation Process: A Case Study

Ljuba Pezzimenti, University of Macerata, Italy

Chapter 10: Video-Analysis and Self-Assessment in Teaching Work

Loredana Perla, Università degli Studi di Bari Aldo Moro, Italy Nunzia Schiavone, Università degli Studi di Bari Aldo Moro, Italy

Chapter 11: Films, Multiliteracies, and Experiences about Fruition, Analysis, and Production in Education: The Lumière Minute and the Episodes of Situated Learning

Monica Fantin, Federal University at Canta Catarina, Brazil

Chapter 12: Video and Its Incorporation into Social Networking Sites for Teacher Training

Juan de Pablos-Pons, University of Seville, Spain Pilar Colás-Bravo, University of Seville, Spain Teresa González-Ramírez, University of Seville, Spain Jesús Conde-Jimenez, University of Seville, Spain Salvador Reyes-de-Cózar, University of Seville, Spain Jose Antonio Contreras-Rosado, University of Seville, Spain

Chapter 13: Videos as Tools of Expertise-Based Training (XBT) for the Professional Development of Teachers: XBT Videos for Teacher Development

Hatice Sancar-Tokmak, Mersin University, Turkey

Chapter 14: Video as a Means to an End: Problems and Techniques Associated with Using Video in Teacher Training Beverly B. Ray, Idaho State University, USA Angiline Powell, University of Memphis, USA

Pier Giuseppe Rossi is full professor at the department of education, Cultural Heritage and Tourism at University of Macerata (Italy). He is the author of several books, book chapters and scientific articles in the field of Educational Technologies and Didactics.

Laura Fedeli has an MSc (Instructional Technology and Distance Education, USA) and a PhD in e-Learning, Knowledge Management and Psychology of Communication (Italy + EU label). She has been involved in a number of European projects dealing with e-learning, quality procedures and policies and the use of social media in education and teacher training. She is currently a lecturer at the University of Macerata where she has been working since 2008.