Table of Contents

Preface .................................................................................................................................................. xiv

Chapter 1
Professional Vision Narrative Review: The Use of Videos to Support the Development of Teachers’ Reflective Practice ........................................................................................................ 1
  Giuseppina Rita Mangione, INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa, Italy
  Maria Chiara Pettenati, INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa, Italy
  Alessia Rosa, INDIRE, Istituto Nazionale di Documentazione, Innovazione e Ricerca Educativa, 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 ........................................ 24
  Pier Giuseppe Rossi, University of Macerata, Italy
  Laura Fedeli, University of Macerata, Italy

Chapter 3
Didactic Models and Professionalization of Teachers: Research Approaches .................................. 46
  Daniela Maccario, University of Torino, Italy

Chapter 4
Designing a Collaborative Video Learning Lab to Transform Teachers’ Work Practices .................. 68
  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 ................................................................. 90
  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 ................................................................. 115
Rossella Santagata, University of California, Irvine, USA
Janette Jovel, Independent Researcher, USA
Cathery Yeh, Chapman University, USA

Chapter 7
The Use of Videos in the Training of Math Teachers: Formative Assessment in Math Teaching and Learning ...................................................... 128
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 .................................................................. 146
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 Transposition Process: A Case Study ........................................ 168
Ljuba Pezzimenti, University of Macerata, Italy

Chapter 10
Video-Analysis and Self-Assessment in Teaching Work ....................... 192
Loredana Perla, Università degli Studi di Bari, Italy
Nunzia Schiavone, Università degli Studi di Bari, Italy

Chapter 11
Films, Multiliteracies, and Experiences About Fruition, Analysis, and Production in Education: The Lumière Minute and the Episodes of Situated Learning ......................................................... 211
Monica Fantin, Federal University at Santa Catarina, Brazil

Chapter 12
Video and Its Incorporation into Social Networking Sites for Teacher Training ................................................................. 229
Juan De Pablos-Pons, University of Seville, Spain
Pilar Colás-Bravo, University of Seville, Spain
Teresa González-Ramírez, University of Seville, Spain
Jesús Conde-Jiménez, University of Seville, Spain
Salvador Reyes-de-Cózar, University of Seville, Spain
José 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 .......................................................... 255
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 ................................................................. 272
Beverly B. Ray, Idaho State University, USA
Angiline Powell, University of Memphis, USA

Compilation of References ........................................................................................................ 291

About the Contributors ........................................................................................................... 330

Index .................................................................................................................................. 337