

THE ROLE OF THE FACILITATOR IN USING VIDEO FOR THE PROFESSIONAL LEARNING OF TEACHERS OF MATHEMATICS

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Aims: (1) To learn from comparing and contrasting two established ways of working with video in the professional learning of teachers of mathematics, one from a UK and one from a French background. (2) To make connections with others wanting to take forward research in this area.

In this workshop we will address the following key questions: (1) how can and do facilitators guide work with mathematics teachers on video in a particular context?; (2) what are the principles, based upon research on teacher practice and teacher education, that guide our choices for teacher education and in particular our use of the video?; (3) what are the implications, for mathematics teacher learning, of different choices made by facilitators? The organisers will work actively with participants to demonstrate two ways of working (using the same video clip). We aim to share the detail of practice and how wider principles are enacted when using video. The first way of working we offer is based on principles derived from Jaworski (1990) and Coles (2013, 2014). The second way of working is based on principles derived from Horoks and Robert (2007), Chesné et al. (2009), Chappet-Pariès and Robert (2011), Robert and Vivier (2013). We are interested in learning from experiencing each others' practice and hope that discussion grounded in the common experiences at the start of the workshop will be rich in connections. We will focus on similarities and differences in how work with video can be orchestrated (including the role of the mathematics) and work on how research could be taken forward into the role of the facilitator of the use of video.

Planned structure:

Time	Topic	Lecturer/Instructor
25 minutes	How do facilitators guide work with mathematics teachers on video? Active example 1.	Alf Coles
25 minutes	How do facilitators guide work with mathematics teachers on video? Active example 2.	Aurelie Chesnais and Julie Horoks
35 minutes	Discussion of similarities and differences in ways of working demonstrated.	Alf Coles, Aurelie Chesnais and Julie Horoks
5 minutes	Discussion of possibilities for further collaboration in the future.	Alf Coles, Aurelie Chesnais and Julie Horoks

References

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