

Using Video to Inform Pedagogical Practices of Female Mathematics Teachers

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This paper reports a study investigating the use of videotaping for professional development of female mathematics educators. Participants in the study were two elementary and two secondary mathematics teachers who videotaped a self-selected mathematics lesson. Using criteria defined in Alba Thompson's study of mathematics teaching, participants identified and explored desirable pedagogical practices. Participants then used this critical understanding of desirable pedagogical practices to reflectively analyze their videotaped lesson. Researchers added additional reflections based on their observations.

Using videotapes in conjunction with lesson study adds new opportunities for mathematics educators to reflect and refine their practice. In this paper, we analyze the reflective writings of participants, identifying specific issues of pedagogical practice made visible by analysis of video. We also consider the commonalities between research participants. While not generalizable, our results provide insight into the aspects of classroom pedagogy that female teachers value and can be considered when designing learning environments for pre-service teachers.