

Supporting pre-service teachers of mathematics to ‘notice’

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Video recordings have been shown to be effective in supporting pre-service teachers to better understand their own practice (Balzaretta et al., 2019, Clark et al., 2018). In our current research we explore the ways in which 360degree video can extend this, by creating an immersive experience for pre-service teachers to review their own practice from multiple perspectives. We present examples of pre-service teachers of mathematics’ emerging understandings of their own practice and discuss ways in which their ability to ‘notice’ becomes a key element of their development.

References

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