

Auftaktveranstaltung

Prof. Dr. Hilda Borko

Professor of Education / Stanford Graduate School of Education

Classroom Video as a Tool for Teacher Professional Development and Research

Wednesday, 22nd October 2015, 18.15 - 20.00

Von Melle Park 8, room 05

Abstract

Video has become increasingly popular in professional development as a way for teachers to collaboratively examine instructional practice. Video – like other records of practice such as examples of student work and instructional materials – brings the central activities of teaching into the professional development setting. Clips from video-recorded classroom episodes can be viewed repeatedly and from multiple perspectives. By creating a shared experience, they can serve as a springboard for discussions about the complexities of classroom interactions, and as a tool to support high quality instruction for all students. In this presentation I will share the Problem-Solving Cycle model for mathematics teacher professional development that my colleagues and I developed and studied over a period of more than 10 years. After describing the model, I will share key findings from our research program and suggest ways in which the model can be adapted to address a broad range of subject areas and instructional practices.

CV Hilda Borko

Hilda Borko earned her PhD in educational psychology. Her research explores teacher cognition and the process of learning to teach, with an emphasis on changes in novice and experienced teachers' knowledge and beliefs about teaching, learning, subject matter, and their classroom practices.

She is particularly interested in factors that facilitate and hinder teachers' learning of reform-based practices, and in policies and practices that can support teacher change. Currently, her research team is studying the impact of the Problem-Solving Cycle -- a professional development program for middle school mathematics teachers that she designed -- on teachers' professional community and their knowledge, beliefs, and instructional practices. From 2003-2004 she served as president of the American Educational Research Association.

In the last decades her research has substantially influenced the development on teacher education and teachers' professional development and is widely quoted.

Exemplary reference:

Borko, H., & Putnam, R.T. (1995). Expanding a Teacher's Knowledge Base: A Cognitive Psychological Perspective on Professional Development. In T.R. Guskey & M. Huberman (Eds.), *Professional Development in Education: New Paradigms and Practices* (pp. 35–66). New York: Teachers College Press.