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**THE ROLE OF VIDEO ANALYSIS IN DEVELOPING THE
FOUNDATION PHASE PRE-SERVICE TEACHERS' REFLECTIVE
PRACTICE AND MATHEMATICAL KNOWLEDGE FOR
TEACHING**

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Poor learner performance in mathematics in South Africa is argued to begin at the Foundation Phase partly because South African mathematics teachers are said to have inadequate knowledge of both content and pedagogy. Research attributes this to lack of instructional strategies that link coursework and practice during pre-service teacher education. To transform education, teacher educators should use pedagogies that link theory and practice. Practice-based pedagogies such as the use of video lesson samples create an almost seamless experience of learning to teach. This research employs a qualitative case study to explore the role of video lesson samples in developing foundation phase pre-service teachers' reflective practice and mathematical knowledge for teaching. It seeks to respond to "How can video-based lesson samples enhance pre-service teachers' reflective practice and mathematical knowledge for teaching? The mathematical knowledge for teaching framework as proposed by Ball, Thames and Phelps (2008) will be used as both the conceptual and theoretical framework, while Acarvi and Karsenty's (2015) Six Lens Framework will be used to guide the research on the pre-service teachers' video-based reflections. Data will be collected using observations, written and audio recorded reflections, assignments, questionnaires and semi-structured interviews.