



Enhancing the Power of Video in Teacher Education

Guest Editor:

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Message from the Guest Editor

Dear Colleagues,

The use of classroom videos has become a staple element of teacher education programs worldwide. Classroom videos serve as a powerful tool to bridge the gap between theory and practice, providing valuable situated learning experiences for both pre-service and in-service teachers. This Special Issue aims to gather articles in this field to empower educators to maximizing the potential of classroom videos in teacher education. In this Special Issue, original research articles and reviews are welcome.

Research areas may include (but are not limited to) the following:

- Pre-service teacher education/ in-service teacher professional development;
- Video-based intervention studies;
- Systematic/scoping reviews;
- Qualitative and quantitative research;
- Impact of videos on different expertise levels (novice vs. expert);
- Impact of video material design (e.g., length, authentic vs. staged, complexity);
- Impact of task design (e.g., prompts, observation guides, annotations);
- Role of teacher educators;
- Innovative methodological approaches (eye-tracking, VR).

I look forward to receiving your contributions.





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Message from the Editor-in-Chief

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