

## BIBLIOGRAFIA

- **Berliner D.C. (2001)**, «Learning about and learning from expert teachers», *International Journal of Educational Research*, 35 (5), 463-482.
- **Borko H., Livingston C. (1989)**, «Cognition and improvisation: Differences in mathematics instruction by expert and novice teachers», *American Educational Research Journal*, 26, 473-498.
- **Santagata R. (2009)**, «Designing video-based professional development for mathematics teachers in low-performing schools», *Journal of Teacher Education*, 60 (1), 38-51.
- **Santagata R., Angelici G. (in stampa)**, «Studying the impact of the Lesson Analysis Framework on pre-service teachers' ability to reflect on videos of classroom teaching», *Journal of Teacher Education*.
- **Santagata R., Zannoni C., Stigler J.W. (2007)**, «The role of lesson analysis in pre-service teacher education: An empirical investigation of teacher learning from a virtual video-based field experience», *Journal of Mathematics Teacher Education*, 10 (2), 123-140.
- **Sherin M. G. (2007)**, «The development of teachers' professional vision in video clubs». In R. Goldman, R. Pea, B. Barron, S.J. Derry (Eds.), *Video research in the learning sciences*, Lawrence Erlbaum Associates, Mahwah, pp. 383-396.
- **van Es E.A., Sherin M.G. (2002)**, «Learning to notice: Scaffolding new teachers' interpretations of classroom interactions», *Journal of Technology and Teacher Education*, 10 (4), 571-596.