
CONFERENCE REPORT

Cadivam International Symposium, Lausanne, Switzerland

CADIVAM (CAtégorisation Didactique de Video de leçons de Mathématiques) is a working group of the Swiss Society for Research in Didactics of Mathematics (Société Suisse pour la Recherche en Didactique des Mathématiques). The group uses the TIMSS video corpus to carry out research on the categorisation of mathematics instruction. They also organise courses for mathematics teacher educators. The central theme of the Cadivam International Symposium, which took place in Lausanne from 23rd to 25th June 2011 on the premises of the Teacher Education School of the Canton Vaud (Haute école pédagogique du canton de Vaud), was the use of video in the education of mathematics and science teachers. Both practical experience of the use of video to educate pre-service and in-service teachers, including special software for doing so, and (partial) results of various research studies were presented.

The first day's presentations (held in French) included a welcoming speech by Guillaume Vanhulst, the rector of HEP. The first keynote speaker was Professor Aline Robert from IUFM de Versailles, who in her speech addressed the issue of local and global perspectives in educating mathematics teacher educators. The symposium continued with a presentation about research in devolving and directive strategies in classroom management which draws on the TIMSS videostudy (Olivier de Marcellus, SRED Geneva). Two parallel workshops followed, giving practical ideas and presenting projects in a more detailed way. One of these (by a team from Grenoble University) was focused on beginning teachers of mathematics, the other (Lyon University) on the bridge between research and instruction.

The second day, held mostly in English, was opened by Professor Rosella Santagata from the University of California. In her keynote speech, she introduced the highlights of a large body of research findings that her team is building and also presented a framework that is being used at the University of California to educate mathematics teachers with the help of video. Six presentations followed, with topics ranging from the use of video to assess teachers' personality or competencies to the use of video to develop teachers' professional and content knowledge. An interesting point was made by Niels Brouwe and his team (the Netherlands) about the use of structured guides for viewing one's own videos in teacher education. The Czech Republic was represented by a team from the Institute for Research in School Education of the Faculty of Education, Masaryk University, which presented the latest advances in its Videoweb project, which combines the use of video e-learning. Two workshops took place on the second day. A team from the University of California presented a framework for the use of video in pre-service teacher education to highlight the issue of equity in class. In

the parallel workshop, an analysis tool for research and education was presented by a team from the University of Geneva.

The third keynote speaker was Kathleen Sturmer from TUM Munich, who presented the design of and findings of the Observe project, which aims to develop a tool for the assessing of pre-service teachers' professional vision. This presentation sparked an interesting and appreciative discussion about the uses, validity and reliability of such a tool. The last workshop, presented by a team from the University of Washington, concentrated on the use of videocases of professional development in mathematics to develop leaders' ability to foster the development of teachers' specialized content knowledge. The symposium was brought to a close by a general discussion in which the participants highlighted the inspiring nature of the symposium and expressed their thanks to the organizers.

The symposium succeeded not only in bringing together experts who share research interests in the use of video technology in teacher education but also in bringing together experts from different language backgrounds (French, English and German), which rendered the exchange of ideas all the more fruitful.

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