

Formulate viewing points so that they:

- describe effective teacher behaviours
- on generic and/or domain-specific levels,
- are observable in the interaction between teacher and pupils,
- link expert and craft language,
- are structured in categories and
- allow teachers to select and/or add viewing points based on personal learning goals.

*Box 9. 3 Features of structured viewing guides*

*Underlying chapters and sections in **Using Video to Develop Teaching**:*

1. Introduction  
Quality learning and quality teaching
2. Imaging teacher learning. From analog to digital  
Perception and cognition
4. The power of video feedback with structured viewing guides  
Intervention design  
Conclusions and implications
7. The production of classroom video  
The social nature of perception and interpretation