

- 41st Conference of the International Group for the Psychology of Mathematics Education (Vol. 4, pp. 257–264). Singapore: PME
- E. Taranto, O. Robutti, and F. Arzarello (2020). Learning within MOOCs for mathematics teacher education. *ZDM Mathematics Education*, 52, 1439–1453. <https://doi.org/10.1007/s11858-020-01178-2>
- H. Thouless and S. Gifford (2019). Paper plate patterns: Pre-school teachers working as a community of practice. In M. Graven, H. Venkat, A. Essien, & P. Vale (Eds.), *Proceedings of the 43rd Conference of the International Group for the Psychology of Mathematics Education* (Vol. 3, pp. 375–381). Pretoria, South Africa: PME.
- M. Veldhuis and M. van den Heuvel-Panhuizen (2020). Supporting primary school teachers' classroom assessment in mathematics education: effects on student achievement. *Mathematics Education Research Journal*, 32, 449–471. doi:10.1007/s13394-019-00270-5
- N. C. Verhoef, et al. (2015). Professional development through Lesson Study: teaching the derivative using GeoGebra. *Professional Development in Education*, 4(1), 109–126. [10.1080/19415257.2014.886285](https://doi.org/10.1080/19415257.2014.886285)
- N. C. Verhoef, et al. (2013). The complexities of Lesson Study in a European situation. *International Journal of Science and Mathematics Education*, 2(4), 1–23.
- P. Wang-Iverson and M. Yoshida (2005). Building our understanding of lesson study. Philadelphia: Research for Better Schools.
- A. J. Wallin and J. M. Amador (2019). Supporting secondary school teachers' development of noticing and pedagogical design capacity through video clubs. *Journal of Mathematics Teacher Education*, 22, 515–540. doi:10.1007/s10857-018-9397-3
- D. Wiliam, C. Lee, C. Harrison, and P. J. Black (2001). Teachers developing assessment for learning: impact on student achievement. *Assessment in Education: Principles, Policy and Practice*, 11, 49–65.
- K. J. Wilkie (2016). Learning to teach algebra for primary school algebra: changes to teachers' mathematical knowledge for teaching and professional thinking. *Mathematics Education Research Journal*, 28, 243–274. doi:10.1007/s13394-015-0151-1
- Y. D. Yang (2009). "How do Chinese Teachers Improve Classroom teaching in Teaching Research Group: A case study on Pythagoras Theorem teaching in Shanghai", *ZDM (The International Journal on Mathematics Education)*, Vol. 41. No.3. pp. 279–296.
- Y. D. Yang and T. F. Leung (2013). Chinese lesson study: Developing classroom instruction through collaborations in school-based teaching research group activities. In Y. P. Li, & J. W. Hu (Eds.), *How Chinese teach mathematics and improve teaching* (pp. 51–70). New York, NY: Routledge.