

in coding. As was the case in other research projects (e.g. *IPN Video Study Physics*), we built our conclusions solely on the basis of the analyses presented above, which concentrate mostly on observable aspects of teaching. If a profound understanding of what happens in teaching and for what reasons is to be developed, it is necessary to carry out analyses of deeper structures and of the interplay between the phenomena under investigation. Only then will it be possible to aim at improving the quality of teaching and to formulate recommendations for practice.

References

- Aebli, H. (2003). *Zwölf Grundformen des Lehrens*. Stuttgart: Klett-Cotta.
- Další rozvoj československé výchovně-vzdělávací soustavy. Projekt a dokladová zpráva. Dílčí projekty* (1976). Praha: Bratislava, MŠ ČSR, MŠ SSR. Goldman, R., Pea, R., Barron, B., & Denny, S.J. (Eds.). (2007). *Video Research in the Learning Sciences*. Mahwah: Lawrence Erlbaum Associates.
- Greger, D., & Walterová, E. (2007). In Pursuit of Educational Change: The Transformation of Education in the Czech Republic. *Orbis scholae*, 1(1), 11–44.
- Husén, T., & Postlewhite, N. (Eds.). (1994). *The International Encyclopaedia of Education*. Oxford: Pergamon; New York, Elsevier Science.
- Jacobs, J., Garnier, H., & Gallimore, R. et al. (2003). *Third International Mathematics and Science Study, 1999 Video Study Technical Report. Volume 1: Mathematics*. Washington, D.C.: National Center for Education Statistics. Institute of Education Statistics, U.S. Department of Education.
- Janík, T. & Seidel, T. (Eds.), (2009). *The Power of Video Studies in Investigating Teaching and Learning in the Classroom*. Münster: Waxmann.
- Klette, K. (2007). Trends in Research on Teaching and Learning in Schools: didactics meets classroom studies. *European Educational Research Journal*, 6, 147–160.
- McDonnell, L.M. (1995). Opportunity to learn as a research concept and policy instrument. *Educational Evaluation and Policy Analysis*, 17(3), 305–322.
- Najvar, P., Janík, T., Janíková, M., Hübelová, D., & Najvarová, V. (2009). CPV Video Study: Comparative Perspectives on Teaching in Different School Subjects. In T. Janík, & T. Seidel (Eds.), *The Power of Video Studies in Investigating Teaching and Learning in the Classroom* (pp. 103–119). Münster: Waxmann.
- Najvar, P., Najvarová, V., & Janík, T. (2009). Lesson structure in different school subjects in the Czech republic. *Orbis scholae*, 3(2), 113–127.
- Národní program rozvoje vzdělávání v České republice*. (2001). Praha: MŠMT.
- Rámcový vzdělávací program pro základní vzdělávání*. (2005). Praha: VÚP v Praze.

- Roth, K.J., Druker, S.L., & Garnier, H. et al. (2006). *Teaching Science in Five Countries: Results From the TIMSS 1999 Video Study*. Washington, D.C. : U.S. Department of Education.
- Seidel, T., & Prenzel, M. (2004). Muster unterrichtlicher Aktivitäten im Physikunterricht. In J. Doll, & Prenzel, M. (Hrsg.), *Bildungsqualität von Schule: Lehrerprofessionalisierung, Unterrichtsentwicklung und Schülerförderung als Strategien der Qualitätsverbesserung* (pp. 177–194). Münster: Waxmann.
- Seidel, T., & Prenzel, M. (2006). Stability of Teaching Patterns in Physics Instruction: Findings from a Video Study. *Learning and Instruction*, 16, 228–240.
- Seidel, T., Prenzel, M., & Kobarg, M. (Eds.). (2005). *How to run a video study: Technical report of the IPN Video Study*. Münster: Waxmann.
- Stevens, F.I., & Grymes, J. (1993). *Opportunity to learn: Issues of equity for poor and minority students*. Washington, D.C. : U.S. Department of Education, National Center for Education Statistics.
- Ulewicz, M., & Beatty, A. (2001). *The Power of Video Technology in International Comparative Research in Education*. Washington: National Academy Press.