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**Researcher-teacher relationships and models for teaching development in mathematics education.**

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Summary: This article offers theoretical and analytical approaches to investigating how researchers and teachers can work together to create knowledge in mathematics education. It argues that researchers and teachers are members of separate, but related, communities of practice, which create and value different types of knowledge. However, connections between communities can be established through discrete boundary encounters, longer term boundary practices, or peripheral participation by members of one community in the practices of another community. A framework for analyzing researcher-teacher relationships is presented and then used to compare ways in which I, as a university-based researcher, worked with teachers in three different types of research projects. The analysis indicates that successful research collaborations are characterized by mutuality of researcher and teacher motivations, roles, and purposes, and complementarity of their expertise and knowledge. Such collaborations build two-way connections between communities through practices that support mutual engagement across the boundaries that define them.

*Classification:* D20 D30 D40 B50

*Keywords:* community of practice; boundary practices; peripheral participation; researcher-teacher relationships; research-practice gap

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