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**Bas, Sinem; Didis, M. Gozde; Erbas, A. Kurşat; Cetinkaya, Bulent; Cakiroglu, Erdinc; Alacaci, Cengiz**

**Teachers as investigators of students' written work: does this approach provide an opportunity for professional development?**

Ubuz, Behiye (ed.) et al., CERME 8. Proceedings of the eighth congress of the European Society of Research in Mathematics Education, Antalya, Turkey, February 6–10, 2013. Ankara: Middle East Technical University (ISBN 978-975-429-315-9). 2936-2945 (2013).

Summary: The aim of the study was to examine how teachers' investigation of students' written works contributed to their professional development. The research was conducted at a public high school with the participation of six mathematics teachers and their students. The teachers have examined their students' written works as products of their solutions for some modeling problems for 5-week period. The preliminary analyses showed that teachers' collective examinations and interpretations of their students' written works have contributed to their professional development in terms of their subject matter knowledge and pedagogical content knowledge. Moreover, the collaborative learning environment in the study had positive effects on the affective domain regarding teachers' ways of knowing of students' thinking.

*Classification:* D39 D49 D60

*Keywords:* teacher education; professional development; student thinking