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**Elaborating stages of teacher growth in design-based professional development.**

Lindmeier, Anke M. (ed.) et al., Proceedings of the 37th conference of the International Group for the Psychology of Mathematics Education “Mathematics learning across the life span”, PME 37, Kiel, Germany, July 28–August 2, 2013. Vol. 3. Kiel: IPN–Leibniz Institute for Science and Mathematics Education at the University of Kiel (ISBN 978-3-89088-289-5). 265-272 (2013).

Summary: The paper aims to present how experienced mathematics teachers learn through participating in design-based professional development. By applying a case study approach focusing on examining teachers’ design intention and design practice, we identified three growth stages: self-expression stage, the stage of combining others’ ideas into personal design, and the stage of digging into the essences of mathematics learning.

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*Keywords:* design-based professional development; teachers’ learning; design intention; design practice; instructional material