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**Researching effective continuing professional development in mathematics education (RECME) findings: professional development and student change.**

Joubert, M. (ed.), Proceedings of the British Society for Research into Learning Mathematics (BSRLM). Vol. 29, No. 2. Proceedings of the day conference held at the University of Bristol, UK, June 20, 2009 and of the New Researchers' day conference held at the Bristol University, June 19, 2009. London: British Society for Research into Learning Mathematics (BSRLM). 7-12 (2009).

Summary: This paper presents some of the findings of the Researching Effective Continuing professional development in Mathematics Education (RECME) Project which was set up to investigate, amongst other things, the role of research in 'effective' CPD for teachers of mathematics. It is generally agreed that changed student behaviour and more particularly improved student learning is the ultimate goal of professional development for teachers of mathematics. The focus of this paper is on some of the findings of the RECME project in relation to student learning. The paper gives examples of the ways in which involvement in the professional development initiatives encouraged teachers to talk about student learning. The implications of these findings for designers of professional development opportunities for teachers are discussed.

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*Keywords:* inservice teacher education; professional development; educational research; student learning; shifting attention; changes in practice; experience reports; teacher attitudes  
<http://www.bsrlm.org.uk/IPs/ip29-2/BSRLM-IP-29-2-02.pdf>