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**PDTR: the development of a teacher researcher. Formulation of a hypothesis.**

Czarnocha, Bronislaw (ed.) et al., The creative enterprise of mathematics teaching research. Elements of methodology and practice – from teachers to teachers. Rotterdam: Sense Publishers (ISBN 978-94-6300-548-7/hbk; 978-94-6300-547-0/pbk; 978-94-6300-549-4/ebook). 499-518 (2016).

Summary: This final chapter is devoted to an essential question for any, so to say, emerging profession: can we actually describe and characterize the development that leads a teacher to become a teacher-researcher? Many sub-questions suggest themselves by this essential inquiry: Does this development depend on the particular approach to the craft of teaching-research? Can we effectively describe a profile of teacher-researcher (TR) in order to actually promote it? And, more specifically, can that development be institutionalized as a professional development of teacher-researchers?

*Classification:* B40 D20 B50

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