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Pre-service mathematics teachers' practice of questioning in computer learning environments.

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). 2514-2523 (2013).

Summary: This paper focuses on a specific aspect of formative assessment, namely questioning. Given that computers have gained widespread use in learning and teaching, specific attention should be made when organising formative assessment in computer learning environments (CLE's). A course was designed aiming to develop knowledge and skills of questioning in CLE's for the purpose of formative assessment. This case study investigates how a pre-service mathematics teacher used questioning in the classroom to introduce the derivative concept using GeoGebra and graphic calculus software. The findings indicated that the course provided a guideline for pre-service mathematics teachers in planning and using effective questioning in CLE's.

Classification: U70 D60 I40

Keywords: formative assessment; computer learning environments; derivative concept; pre-service mathematics teachers