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Good questions or good questioning: an essential issue for effective teaching.

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). 2908-2916 (2013).

Summary: It is the contention of this paper that it is not good questions that are essential for good teaching, rather, it is good questioning. We illustrate the significance of question-asking in mathematics classrooms by presenting the case studies of two teachers teaching the same topic to two different classes. Comparison of the two cases highlights important differences between “good questions” and “good teacher questioning practice.” Our analysis suggests that good questions cannot be meaningfully considered or promoted independent of good questioning practice and that this distinction has significant implications for teacher education.

Classification: D40 C70

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