

**ZMATH 2013c.00894**

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**Connection making: capitalizing on the affordances of dynamic representations through mathematically relevant questioning.**

Hegedus, Stephen J. (ed.) et al., The SimCalc vision and contributions. Democratizing access to important mathematics. Dordrecht: Springer (ISBN 978-94-007-5695-3/hbk; 978-94-007-5696-0/ebook). *Advances in Mathematics Education*, 285-298 (2013).

Summary: In this chapter, teacher questioning is considered. Specifically, this chapter explores the ways in which questioning can help students connect the representations available in SimCalc to the mathematical ideas of interest. This exploratory study considers four teachers who used questioning differently while each teaching the same lesson. The findings suggest that the teachers who ask questions that engage students in connection making may be better supporting student learning. Implications for future research are discussed.

*Classification:* U50 C30 D40 C70

*Keywords:* connection making; dynamic representations; computer aided instruction; questioning; representations; teaching-learning process; question types

doi:10.1007/978-94-007-5696-0\_16