

**ZMATH 2013a.00281**

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**Inquiry – without posing questions?**

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Summary: This article discusses what inquiry conversations could mean when learning mathematics. Referring to Gadamar's distinction of true and apparent questions it is discussed what it takes to be inquiring and if this attitude necessarily includes posing questions. Which qualities are expressed in inquiring questions, and what other ways of communicating may have an inquiring function in learning conversations? The intention is to develop and frame the concept of 'inquiry' in learning conversations, and this is the focus of analysis of an authentic classroom situation, where teacher and pupils are exploring the concept of 'volume'. Further, this analysis informs a discussion of listening as an important element of an inquiring learning conversation.

*Classification:* C70 D40

*Keywords:* teacher education; classroom communication; inquiry; listening; dialogue