

**ZMATH 2012c.00182**

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**Making student thinking public.**

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From the introduction: It has become generally accepted that the practice of making student thinking public – by resending work at the board, discussing tasks in small groups, or verbally explaining ideas in a whole-group setting – is an integral part of effective mathematics teaching. In this article, we introduce a framework for thinking about the learning opportunities that different purposes of making student thinking public are likely to provide; identify nine purposes that emerged from our research; and use one teacher's purposes to illustrate how the framework can be used to reflect on the effects of subtle differences in uses on students' learning opportunities.

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