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**Regulation of teacher elicitations in the mathematics classroom.**

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Summary: Using the perspective of instructional conversation, we investigated how one teacher regulated student participation and conceptual reasoning in the middle-school mathematics classroom. We examined the elicitations – and provocative statements – made by the teacher over a four-day algebra lesson. Analyses showed how the teacher systematically regulated the level of cognitive complexity of his elicitations in reaction to students' responses. When students gave inaccurate or incomplete answers, the teacher tended to reduce the level of cognitive complexity needed to respond to a subsequent elicitation, with the apparent impact being that he scaffolded participation and reasoning. When students provided responses that were mathematically accurate, the teacher usually increased the elicitation level, which subsequently engaged students in more sophisticated forms of reasoning.

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*Keywords:* student attitudes; student participation; middle schools; mathematics instruction; elementary algebra; teaching methods; scaffolding (teaching technique); thinking skills; research; instructional discourse; classroom conversation; teacher student interaction; teaching learning processes; mathematical ability; abstract reasoning

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