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The "MOST" productive student mathematical thinking.

Math. Teach. (Reston) 108, No. 4, 308-312 (2014).

From the text: Instruction that meaningfully incorporates students' mathematical thinking is widely valued within the mathematics education community. Although being responsive to student thinking is important, not all student thinking has the same potential to support mathematical learning. Thus, teachers must make choices about which student contributions should or should not be incorporated into the whole-class discussion. In this article, we provide a framework to help teachers make these choices.

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