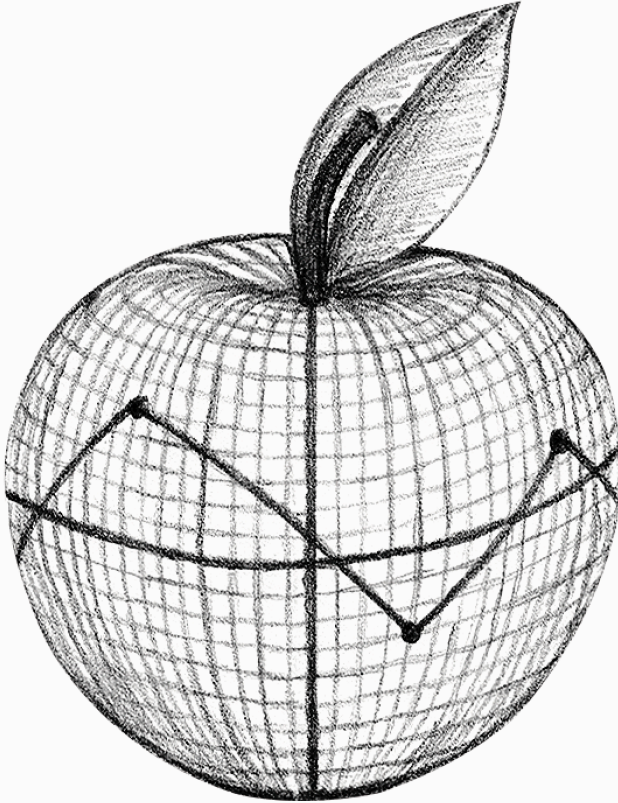


MATHEMATICS EDUCATION STUDENT ASSOCIATION



**THE
MATHEMATICS
EDUCATOR**

Volume 24 Number 2 | Fall 2015

Editorial Staff

Editors

Nick Gomez
Julia Przybyla-
Kuchek

Associate Editors

Pierre Sutherland
Eric Siy
Kirsten Keels
Avijit Kar
Claudette Tucker
Yi Jung Lee

Advisor

Denise Spangler

MESA Officers 2015-2016

President

Irma Stevens

Vice-President

Eun Jung

Secretary

Leighton McIntyre

Treasurer

Burak Olmez

NCTM

Representative

Kirsten Keels

Colloquium Chairs

Oguz Koklu
Eric Siy

A Note From the Editors

Dear *TME* readers,

On behalf of the editorial staff and the Mathematics Education Student Association of The University of Georgia, we are pleased to present the second issue of Volume 24 of *The Mathematics Educator*.

In this issue you will find articles that focus on increasing students' opportunities to learn mathematics in various contexts. The first article by Martin and colleagues showcases the discourse between teachers and students in elementary classrooms. Martin et. al stress the importance of teachers' questioning and task selection for promoting productive discourse. In the following article, Miller and Schraeder focus on the implementation of worked-examples to increase students' success rate in college algebra courses. We conclude this issue with Teuscher, Kulinna, and Cooker's article on the use of writing to learn mathematics by secondary teachers.

Like most journals, *TME* is always looking for new reviewers. If you are interested in becoming a reviewer for *TME* please go to our new website tme.coe.uga.edu and sign up. As a journal, we have grown significantly since our start 25 years ago. We are continuing to grow every year and want to include new voices in this endeavor.

I hope you enjoy this issue as much as we have enjoyed putting it together. Thank you especially to our authors for their contributions to the field. Also, a big thank you to our associate editors for working with the authors in preparing the articles for publication. Finally, we appreciate all of the reviewers for taking the time to help *TME* grow as a journal.

All the best,

Nick Gomez and Julia Przybyla-Kuchek

Cover by graphic designer, Keith Przybyla-Kuchek

*This publication is supported by the
College of Education at The University of Georgia.*

THE MATHEMATICS EDUCATOR

An Official Publication of
The Mathematics Education Student Association
The University of Georgia

Fall 2015
Number 2

Volume 24

Table of Contents

- 3 Exploring the Relationship between Questioning, Enacted Mathematical Tasks and Mathematical Discourse in Elementary School Mathematics
CHRISTINE MARTIN, DREW POLLY, JEN MCGEE, CHUANG WANG, RICHARD LAMBERT, & DAVID PUGALEE
- 27 Research on Group Learning and Cognitive Science: A study of Motivation, Knowledge, and Self-Regulation in a Large Lecture College Algebra Class
DAVID MILLER & MATTHEW SCHRAEDER
- 56 Writing to Learn Mathematics
DAWN TEUSCHER, PAMALA HODGES KULINNA, & CAROL COOKER
- 80 A Note to Reviewers

