Can economic knowledge be created in classroom? Some insights from epistemologically-orientated interaction analysis: Mathematical registers and metacognitive mediation

LEARNING OBJECTIVE
By the end of this session, you should be able to:

Design metacognitive questions as part of your teaching system in mathematically-inclined Social Sciences.
Which one of these three problems would you solve and how? Discuss, write a solution and be ready to talk (5 min)

1. Your next holiday destination is the Greek Island of Corfu, you need to hand in a prospective budget so that you could plan ahead and buy flights a.s.a.p.

2. There are two alternative business opportunities somewhere else in Greece, one is in Real-State and the other one in Software Design. Which one would you recommend?

3. Greece’s Prime Minister would like to know about the long-term impact of his new austerity measures; you are asked to help him to convince parliament of their benefit.

**ONLY ASSUMPTION:** You have access to all relevant information
Meta-cognitive questioning involves four kinds questions:

• Comprehension questions (e.g., What is the problem all about?);

• Connection questions (e.g., How is the problem at hand similar to, or different from problems you have solved in the past? Explain why);

• Strategic questions (e.g., What kind of strategies are appropriate for solving the problem, and why?);

• Reflection questions (e.g., Does the mathematical solution make sense? Can the problem be solved in a different way?)

(Mevarech et al, 2006)-Full reference available from presenter