

Preliminary Findings Abstract

Questions as Answers: A Study of Teaching and Learning within Technology Enhanced Classroom

Harold Johnson, Ph.D., Kent State University

As of this point, initial pattern analysis has been carried out on five transcripts that were generated from the videotapes of two teachers. The emerging data supports the position that teacher questions reflect a linear rather than hierarchy progression. That is, instructional questions do not proceed in a logical progression from simple to complex, but rather move back and forth along the question continuum based upon the teacher's instructional task. The emerging data also indicates that while "wait time", i.e., the time between a question and its reply, may be indicative of higher order questioning in a "regular" classroom, the intervening factor of technology frequently serves to distort or extend the usual wait time of .8 to 1.2 seconds to 3 to 4 seconds as teachers and students not only consider their responses, but also attempt to discern the information presented on computer monitors. Finally the emerging data appears to indicate that the rate of questions, the individual asking the questions and the type of questions being asked varies in relation to both the instructional task and the technology that is being used. These initial "indications" must be viewed with caution. Only a small percent of the available data has thus far been transcribed and analyzed.
