

## Exploring Instructor Questioning in Community College Algebra Classrooms and Its Connections to Instructor Knowledge and Student Outcomes

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We describe a process to characterize the questions asked by instructors in community college algebra classrooms and explore the relation between instructor questioning practices and instructor knowledge of algebra for teaching, as well as the relation between instructor questioning practices and student outcomes in the courses. We found that although the instructors asked many questions while teaching, the majority of their questions were of lower cognitive demand—asking students to recall already-known information—and had minimal wait time. We also found small but significant positive correlation between the cognitive demand of instructors’ questions and instructor knowledge of algebra for teaching, and small but significant positive correlation between the cognitive demand of instructors’ questions and student outcomes.



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