

REFERENCES

- Albergaria-Almeida, P. (2010). Classroom questioning: teachers' perceptions and practices. *Procedia-Social and Behavioral Sciences*, 2(2), 305–309.
- Albergaria-Almeida, P. (2010). Questioning patterns and teaching strategies in secondary education. *Procedia-Social and Behavioral Sciences*, 2(2), 751–756.
- Almeida, P., de Jesus, H. P., & Watts, M. (2008). Developing a mini-project: Students' questions and learning styles. *Psychology of Education Review*, 32(1), 6.
- Borko, H. & Putnam, R. T. (1996). Learning to Teach. In D. C. Berliner & R. C. Calfee (Eds.), *Handbook of Educational Psychology*. New York: Macmillan, Simon & Schuster, pp. 673–708.
- Bromley, K. D. (1992). *Language Arts: Exploring Connections*. 2nd Edition. Boston, Allyn & Bacon.
- Cecil, N. L. (1995). *The Art of Inquiry: Questioning Strategies for K–6 Classrooms*. Winnipeg, Manitoba, Canada, Peguis Publishers.
- Chin, C., & Osborne, J. (2008). Students' questions: a potential resource for teaching and learning science. *Studies in science education*, 44(1), 1-39.
- Chin, C., & Osborne, J. (2010). Supporting argumentation through students' questions: Case studies in science classrooms. *The Journal of the Learning Sciences*, 19 (2), 230–284.
- Chin, C., & Osborne, J. (2010). Students' questions and discursive interaction: Their impact on argumentation during collaborative group discussions in science. *Journal of Research in Science Teaching*, 47(7), 883–908.
- Dillon, J. T. (1990). *The Practice of Questioning*, London, Routledge.
- Gallas, K. (1995). *Talking Their Way Into Science: Hearing Children's Questions and Theories, Responding with Curriculum*. New York, Teacher's College Press.
- Goodwin S, et al. (1989). *Planning questions, in Classroom Communication: Collected Readings for Effective Discussion and Questioning*. Madison, Wisconsin, Magna Publications, pp. 91–93.
- Graesser, A. C., & Olde, B. A. (2003). How does one know whether a person understands a device? The quality of the questions the person asks when the device breaks down. *Journal of Educational Psychology*, 95(3), 524.
- Harlen, W. (2014). *The Teaching Of Science in Primary Schools*, 6th Edition. New York, Routledge.
- Jacobs, V. R., Martin, H. A., Ambrose, R. C., & Philipp, R. A. (2014). Warning Signs!. *Teaching Children Mathematics*, 21(2), 107-113.
- Laws, J. M. (2016). *The Laws Guide to Nature Drawing and Journaling*. Berkeley, CA: Heyday.
- Lemke, J. L. (1990). *Talking science: Language, Learning and Values*. Norwood, Ablex Publishing.
- Levin, T., & Long, R. (1981). *Effective Instruction*. Association for Supervision and Curriculum Development, 225 North Washington Street, Alexandria, VA 22314
- Lowery, L. (2002). *The Nature of Inquiry. Science Technology and Children*. Washington, DC, National Research Council.
- Lowery, L. (2010). Investigative Questions are the Sparks that Ignite Inquiry. *Science and Children*, Arlington, VA, National Science Teachers Association.
- Lowery, L. & Marshall, H. (1980). *Learning About Instruction: Teacher-Initiated Verbal Directions and Eliciting Questions*. Educational Research and Applications Program, University of California, Berkeley.

Michaels, S. & O'Connor, C. (2012). *Talk Science Primer*. TERC: Cambridge, Mass.

Thompson, A. G. (1992). Teachers' beliefs and conceptions: A synthesis of the research. In D. A. Grouws (Ed.), *Handbook of research on mathematics teaching and learning*. New York: Macmillan, pp. 127–146.

Tienken, C., Goldberg, S., & DiRocco, D. (2009). Questioning the Questions. *Kappa Delta Pi Record*.

Wilén, W. W., (Ed.) (1987). *Questions, Questioning Techniques, and Effective Teaching*, Washington, DC, National Education Association.\

