Identifying and exploring the effects of different types of tutor questions in individual online synchronous tutoring in mathematics

# Details

## Year

2018

## Scope

Other

## Countries

Sweden

## Type

Other

## Methodologies

Big data analysis

## Researched Groups

## Children Ages

* Kids (6-10 Years old)
* Pre-adolescents (11-13 Years old)
* Adolescents (14-18 Years old)

## Consents

## Informed Consent

Consent obtained

## Ethics

Ethical considerations not mentioned

## URL

https://www.tandfonline.com/doi/full/10.1080/10494820.2019.1583674

## Data Set Availability

Not mentioned

# Goals

"• Which types of direct questions are frequently used by tutors in individual online synchronous tutoring in mathematics?
• What are the relationships between the identified question types and conversation intensity, approach to tutoring, perceived satisfaction and perceived learning?"
(Authors, in Introduction)