

1. (p. 460) "These findings raise doubt about the pedagogical practice of teaching children how to solve mathematical operations simply with numbers" (p.25) and point to the role of cultural context in learning." There is a new trend in writing math books to move to cultural based "word problems" as an approach to math, using the discovery model and connected approach. I wonder what good it does to do this given that cultural norms differ greatly within each school, district, state and most certainly across the country.
2. (p. 461) "Thus, these findings indicate a need to teach in ways that promote transfer - that is, ways that help students be able to use what they learned in school when they are confronted with problems outside of school." This is what word problems attempt to do in math. I wonder to what extent, the lack of desire to read in math, hinders a student's ability and desire to improve in this area.
3. (p. 464) I wonder how apprenticeship measures up with students who are uncertain of what they want to become and students who change degree programs several times in college.
4. (p. 464) I wonder what effect apprenticeship has on the middle school philosophy of wanting students to have exposure to multiple areas and to be well-rounded.
5. (p. 471) "The effect was much stronger in studies involving younger students rather than older students, predominantly minority students rather than nonminority students, lower income students rather than higher income students, and urban schools rather than suburban and rural schools." I wonder what effect being involved in team based extra curricular activities has on group work.
6. (p. 479) I wonder if there are techniques similar to cards to propose the next step for other subjects. I often ask the same questions over and over again to help students make the correct decision in the next step in a problem, are there other ways to train students to ask those same questions to guide their way through a problem?
7. (p. 482) If it is positive to include social cues, I wonder how this impacts, what can be done to help in the same way, students with autism and Asperger's Syndrome, students who are less likely to pick up on social cues and "read" a situation or social context.
8. (p. 488) "Research shows that students often fail to use school-taught procedures outside of school." The methods described model the

approach to math in the discovery model. Thus, I wonder what impact this new methodology will have on students in the real world. I wonder if we will begin to see a shift to the usage of what is taught in school, not simply a short cut to math, but the building blocks used to get there, the why!

9. (p. 492) The scoring of the questionnaire would appear to correlate said items to success. I wonder what impact a particular book or teacher could have on these attitudes and thus on performance.

10. (p. 493) I wonder what can be done to motivate a student whose grade is mathematically impossible to raise to passing?

11. (p. 494) I wonder what can be done to help a student gain intrinsic motivation, or is that purely natural?

12. (p. 495) Often times in groups one person takes the lead and does all of the work while others lag behind or students work well together or separate due to a lack of trust. I wonder what role motivation plays in group work.

13. (p. 496) I may want to learn history but hate to read. I wonder what impact interest in one topic has on motivation in a second interest/topic.

14. (p. 498) Assume that a student has high interest in a subject but poor basic skills and earns a C as a result. A C could be an excellent grade for that student. This is often a case in mathematics. I wonder if the studies ask how that grade related to the student.

15. (p. 500) I wonder how this correlated to jobs. Do people with interest at work perform better and stay in the field/company longer?

16. (p. 501) I wonder what placing comedic points in a test does for test performance.

17. (p. 502) I wonder if it distracts a learner to learn about the building process in math. For example, going through scientific notation to learn that anything to the 0 power is equal to 1.

18. (p. 505) I wonder what the difference is between undeveloped and poor.

19. (p. 506) Suppose a student with high self-efficacy fails versus a student with low self-efficacy fails. I wonder what the relative ramifications/outcomes are between these two students.

20. (p. 509) I wonder how well tests accurately predict GPA at the next academic level. What about a student with a low GPA who scores highly on standardized tests?

21. (p. 517) I wonder how mastery and the performance-approach relate to short and long-term memory.