

How Effective are Small Group and Discussion Based Teaching Methods for Mathematical Success in Elementary Aged Students?

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Small group and Discussion based learning have their differences and similarities. Small group teaching methods relates mainly to cooperative learning, which is, when small groups of students collaborate together to reach a common goal, though the students are working together, each individual student is responsible for knowing the material being discussed (Nattiv, 1994). Discussion based methods do not always include small groups, the “Whole-group classroom discussions about solutions allow teachers to promote reasoning that moves students beyond merely noticing mathematical ideas toward developing a well-connected knowledge of concepts” (Cengiz, 2013, p. 450). Discussion based methods require participation from an entire classroom. Small group and discussion based learning is important to incorporate into teaching styles because it promotes reasoning and requires students to interact with other students, better improving social skills along with investigating solutions and strategies to provide deeper and critical understanding of the material at hand (Cengiz, 2013). It has been stated that students maintain a better understanding of the information and that the students hold and retain the information longer (Martine, 2003). A method of discussion-based learning is called

whole-group classroom discussion. This method requires students to analyze and describe their very own strategies they use. It also allows a student to understand whether a solution suits the problem and is logical. Whole-group discussions allow teachers to point out alternative solution methods for one problem and that allows the student to analyze and understand more than one mathematical solution. It also allows a student to identify and understand differences and similarities in solutions (Cengiz, 2013). An example of whole-group classroom discussion from Nesrin Cengiz (2013) article is as

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