

consult with a peer, and it can lead to student realization that there is a time for speculation—even incorrect speculation.

By asking more appropriate questions and asking them in a logical sequence, it is possible to improve the quality of in-class student interaction. Furthermore, such interaction comes at a low cost, and it can improve both the self-esteem of the students and their learning potential. In addition to asking the right type of question, it is essential that wait-time be used to allow students to formulate and work through their responses. *Wait-time one* allows students enough time to come up with an appropriate response, and *wait-time two* allows students to prepare a response to other students responses; the result is a more student-centered classroom.

The instructor should use both student and peer evaluation to help him realize the full potential of the results. By using these simple techniques in the classroom, the quality of instruction can increase dramatically.

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