Instructional Tools:
Effective Questioning

WHAT IS IT?

A strategy that challenges students to respond to and ask quality, purposeful, open-ended questions as a way to connect to prior knowledge, apply understanding in new contexts and further intellectual inquiry which lead to deeper understanding.

Goal:

1. Questions that encourage student thinking.
2. Quality over quantity - quality questions are purposeful.

WHY USE THIS STRATEGY?

- ➔ Encourages students to think.
- ➔ Hooks students and stimulates their motivation.
- ➔ Encourages student-to-student talk and opportunities for dialogue throughout the lesson.
- ➔ Builds student self-confidence allowing the learner to respond at their own stage of development.
- ➔ Formative Assessment - helps the teacher guide the class as responses will reveal individual differences, understanding, readiness and approaches.
- ➔ Signals to students that a range of responses are expected and VALUED.
- ➔ Excites student's curiosity, provoke critical thinking, elicit reflection and assessment.
- ➔ Leads to collaboration.
- ➔ Invites all learners into the conversation.

HOW TO USE IT:

Provide regular opportunities for teacher and student-led discussion and dialogue to:

Set Stage for Learning

- ➔ Motivate students to engage with content
- ➔ Activate prior knowledge
- ➔ Assess current skills and knowledge
- ➔ Model conversation moves and question types
- ➔ Provide wait time!

Build Foundational Knowledge

- ➔ Provide opportunity for personal meaning
- ➔ Focus on important facts and concepts
- ➔ Encourage students to provide explanations
- ➔ Facilitate development of relationships among and between details

RESOURCES & LINKS

IMC:

- *Classroom Instruction that works: Research-based strategies for increasing student achievement.* Dean, C., Hubbell, E., Pitler, H., & Stone, B. TR2685
- *Quality Questioning*, Research-Based Practice to Engage Every Learner, J. Walsh & B Sattes TR0925
- *Visible Learning*, J. Hattie GHIC100

Websites/Resources:

- http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/cbs_askingeffectivequestions.pdf
- https://pdst.ie/sites/default/files/Draft_Questioning_Handout_FaSMEd.pdf

Check for Understanding
- ➔ Gauge student progress
- ➔ Surface misconceptions and understand student thinking
- ➔ Assist students in identifying key ideas and details

Consolidate Learning
- ➔ Promote extended abstract thinking

Facilitate Metacognitive Thinking
- ➔ Cause students to think about their personal investment in learning

Sample activities:

10 Questions in 10 Minutes

Give students 10 minutes to come up with 10 questions. After they can work on determining which questions are their best questions based on criteria set out by the teacher.

Why/What If/How

Challenge students to use Why questions to explore issues, then use What If questions to come up with solutions, and then use How questions to make the What If questions more reasonable and realistic.

The 5 Whys

Ask the question "why" more than once to dig deeper into an issue or problem.

- https://study.com/academy/lesson/what-is-the-socratic-method-definition-examples.html
- http://media.rightquestion.org/resources/Overview-of-the-Question-Formulation-Technique.pdf
- http://www.jamesbowman.me/post/socratic-questions-infographic.pdf

Videos:

- Questioning Skills
- TEDx Talk
- The Power of Effective Questioning
- Teacher Use Example