








## Questioning as a Teaching Strategy

**Note to presenter:** This presentation is an introduction intended to help a faculty explore what they know and want to learn about questioning. Working together as teams, they can begin to identify their strengths and areas for improvement. This is an opportunity to introduce the PD Pro courses for the 2017-18 year so that teachers, as individuals or as teams, can plan their professional learning.

<p>1</p>	<p>[This slide is intended to pique interest of the group. It could be on the screen as participants arrive. Otherwise, it could be deleted and the presentation can begin with the title slide.]</p>
<p>2</p>	<p>[Title Slide]</p>
<p>3</p> <p>The origins of the "QUESTION" question</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1912</li> <li><input type="checkbox"/> 4/5 of school time</li> <li><input type="checkbox"/> average 395</li> </ul>	<p>One of the first real examinations of the role of questioning in classrooms was published in 1912. It was called "The Question as a Measure of Efficiency in Instruction" and it set out to quantify the role of questions in classrooms in America. The author reported that, on the average, teachers were spending 80% of their time either answering, asking, or in some way dealing, with questions and that a typical teacher would ask 395 questions a day. The numbers were surprising, but that's not what the real take-away from the study was. It was this:</p>
<p>4</p> <p>The origins of the "QUESTION" question</p> <ul style="list-style-type: none"> <li><input type="checkbox"/> 1912</li> <li><input type="checkbox"/> 4/5 of school time</li> <li><input type="checkbox"/> average 395</li> </ul> <p>In some classes, asking many questions improved student performance, but in other classes, <b>it did not</b>.</p>	<p>That in some classes In some when teachers ask many questions, it improved student performance, but in other classes, <i>it did not</i>. The study seemed to indicate that some questions were better than others, or that some teachers USED questions more effectively than others.</p> <p>Its publication sparked great interest in questions and questioning and the studies and books have continued until today.</p>
<p>5</p> <p>QUESTIONING IN THE CLASSROOM</p> <ul style="list-style-type: none"> <li>Asking better questions</li> <li>Text-dependent questions</li> <li>Questioning sequences</li> <li>Powerful questions</li> <li>Open-ended questions</li> <li>Socratic questioning</li> <li>Moral questions</li> </ul>	<p>You can find books on:</p> <ul style="list-style-type: none"> <li>• Asking better questions</li> <li>• Text-dependent questions</li> <li>• Powerful questioning</li> <li>• Open-ended questions</li> <li>• Socratic questioning, and even</li> <li>• Moral questions</li> </ul> <p>It's pretty clear that if any teacher wants to learn more about questions and questioning, there is no shortage of ideas out there.</p>

<p>6</p> <p><b>3 new ways to think about questions!</b></p> <p>Questions posed by <b>TEACHERS</b>  Questions that <b>STUDENTS</b> ask  <b>STRATEGIES</b> for questioning</p>	<p>Today we want to organize our thinking about questions into three broad categories: questions posed by teachers, questions that students ask, and strategies for questioning.</p>
<p>7</p> <p><b>QUESTIONS GENERATED BY TEACHERS</b></p> <p>How effectively am I using questions in the classroom?  How much do I really <i>know</i> about effective question use?</p> 	<p>When you think about how you use questions in your class, many of the things mentioned just a bit earlier probably come to mind. Do I use more higher or lower order questions? Do I script my questions ahead of time or invent them “on the spot?” Do I know what “Socratic questioning even <i>is</i>?” Maybe you wonder if you tend to over-use rhetorical questions (many teachers do!).</p> <p>But you also might think about the important role of formative and summative questions that are so talked-about in education to. Or the idea of scaffolding your questions. One thing is pretty clear: when thinking about how teachers create and use questions, there is really a lot to think about.</p>
<p>8</p> <p><i>sample strategy</i></p> <p><b>FOR EXAMPLE: Question Sequences</b></p> 	<p>An example of an effective method that teachers use to create questions is to use specially prepared sequences of questions that promote deeper thinking and reflection among students. Several recent publications give teachers specific tools and tricks that make it easier to use specific types of questions at each point in the series to “draw students” into a discussion.</p> <p>Lower-level, memory or simple recognition questions that establish a shared knowledge about a topic are followed by questions about the “categories” associated with the topic. Students use their own experiences and brainstorming to create additional knowledge. Finally, a question that requires reflection sums up learning.</p> <p>Understanding the details of questioning sequences makes a teacher who is <i>good</i> at using questions to encourage discussion, GREAT at it.</p>
<p>9</p> <p><b>REFLECTION AND PLANNING</b></p>  <p><i>team talk time</i></p>	<p>Using the “Reflection and Planning Matrix” [handout], turn and talk with your collaborative team about your thoughts related to teacher-generated questions. Use the first row to note your ideas about the strengths that your team has and also some areas you’d like to know more about. You can see the PDPro courses that are related to this topic in the third column.</p>

<p>10</p> <p><b>QUESTIONS THAT STUDENTS ASK</b></p> <p>An environment for questions Promoting curiosity The practice of inquiry</p> 	<p>One of the great signs of an effective teacher can be when the students have lots of questions. If students are confused, or need clarification, we want them to ask questions. The best teachers create a classroom climate, a learning environment, in which students feel safe to ask questions. It's your job as the instructional leader in the room to create this atmosphere between yourself and the class and among the students as classmates</p> <p>Student questions can also be an indication of curiosity and interest. Talented teachers create the desire to want to know <i>more</i> in their classrooms. Students aren't always good at knowing how to ask these questions. The idea of helping students to 'practice inquiry' – ask intelligent and effective questions – is also a tool in the expert teacher's skillset.</p>
<p>11</p> <p><i>sample strategy</i></p> <p><b>FOR EXAMPLE: QAR</b></p> 	<p>An example of this is the Question-Answer-Relationship technique. This helps students build skills at asking and answering text dependent questions on their own.</p> <p>Teachers and students learn to categorize questions and then, from the categories, they gain the vocabulary to be able to talk about how you go about generating a question and responding to questions.</p> <p>All teachers and all of our students work with "texts" at various times. Building questioning skills around those texts is something we can all get better at.</p>
<p>12</p> <p><b>REFLECTION AND PLANNING</b></p>  <p><i>team talk time</i></p>	<p>Using the "Reflection and Planning Matrix," turn and talk with your collaborative team about your thoughts related to questions that students ask in your classroom. This time, use the second row to note your ideas about the strengths that your team has and also some areas you'd like to know more about. You can see the PDPro courses that are related to this topic in the third column.</p>
<p>13</p> <p><b>QUESTIONING STRATEGIES</b></p> <p>What are the questioning strategies that I'm now able to use in class? How effective are they? What are the latest and greatest strategies for questioning?</p> 	<p>The last topic we want to explore today is that of questioning strategies. Think for a moment about any specific strategies that you use to facilitate questioning activities in your classroom. The concerns that most teachers have a very simple and very similar. How can I involve <i>all</i> members of the class with questions? Can I use questions to increase engagement? Can technology help me with questioning? And how can I leverage the power of questions to promote discussion.</p>
<p>14</p> <p><i>sample strategy</i></p> <p><b>FOR EXAMPLE: Visual Thinking Strategy</b></p> 	<p>Wonderful new strategies for questioning can make a teacher's job both easier and more effective. For example, the "Visual Thinking Strategy" is easy to employ and great for class.</p> <p>While students examine a visual image, teachers ask only three questions, but they ask them over and over again until an understanding of the image is complete.</p> <ul style="list-style-type: none"> <li>• What's going on in this image?</li> <li>• What do you see that makes you say that?</li> <li>• What more can someone else see?</li> </ul>

<p>15</p> <p>REFLECTION AND PLANNING</p>  <p><i>team talk time</i></p>	<p>Let's use the "Reflection and Planning Matrix," one last time. Turn and talk with your collaborative team about your thoughts related to questioning strategies in general. You can use the third row to note your ideas about the strengths that your team has and also some areas you'd like to know more about. You can see the PDPro courses that are related to this topic in the third column.</p>
<p>16</p> 	<p>[Davis School District   PDPro   Professional Learning Department   EdPlus]</p>