

CWESTIYNU QUESTIONING



AMCANION AIMS

1.

- Deall y cyswllt rhwng cwestiynu ac AagD
- Understand the link between questioning and AfL

2.

- Deall pwysigrwydd cwestiynu'n effeithiol
- Understand the importance of effective questioning

3.

- Archwilio a gwerthuso amrywiaeth o strategaethau cwestiynu
- Explore and evaluate a variety of questioning strategies

4.

- Creu cyfleoedd a dulliau cwestiynu mewn AG
- Create questioning opportunities and approaches in RE

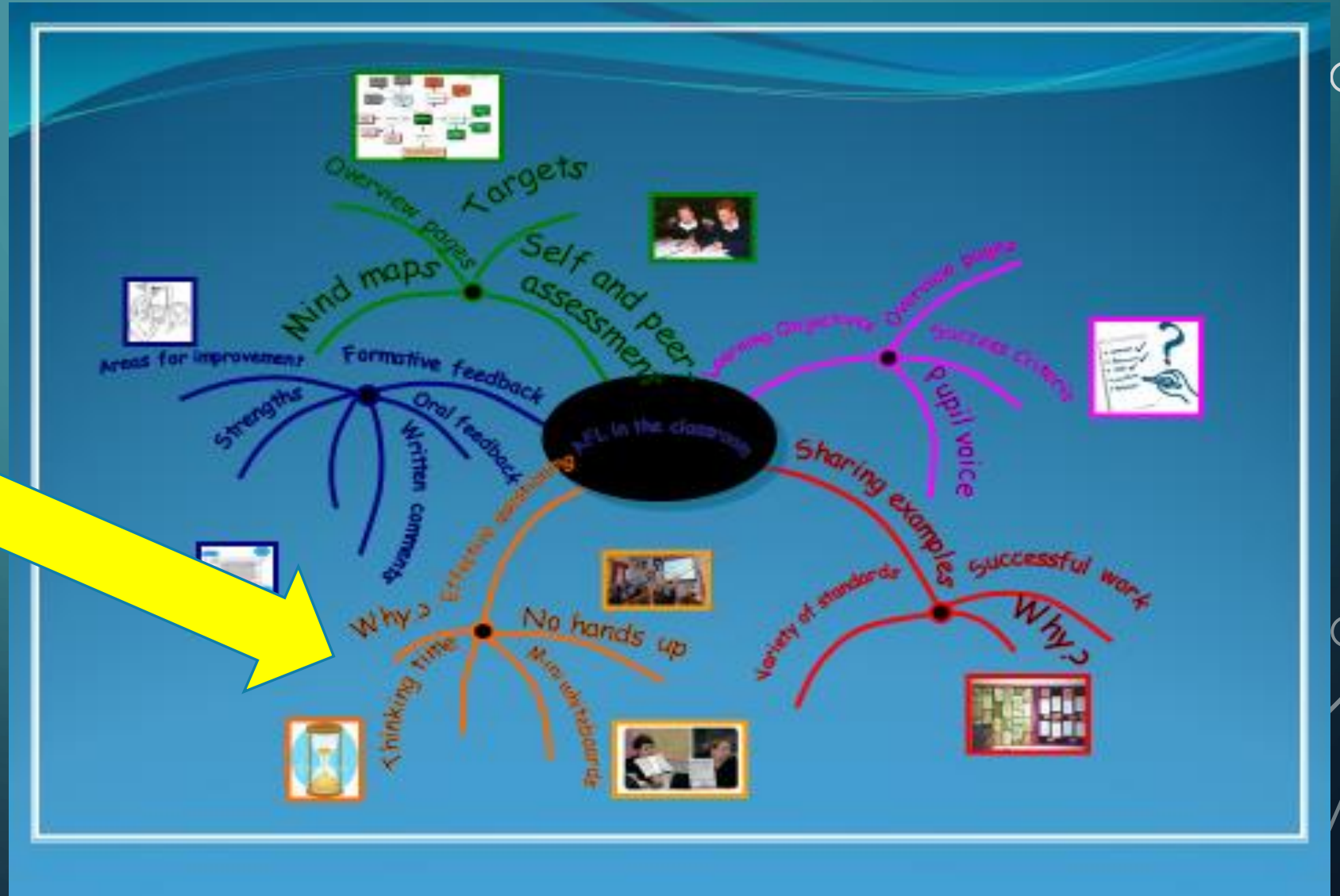
CWESTIYNU & ASESU AR GYFER DYSGU QUESTIONING & AFL

Cwestiynu effeithiol:

- Amser i feddwl
- Dim dwylo i fyny
- Byrddau gwyn bychain
- Gofynnwch 'pam?'

Effective questioning:

- Thinking time
- No hands up
- Mini whiteboards
- Ask 'why?'



FORMATIVE ASSESSMENT

5 Strategies from Dylan Wiliam

@ImpactWales

Develop teaching that is truly responsive to pupils' needs by using the 5 strategies below. From research by Dylan Wiliam & an article by Tom Sherrington.

Do your pupils know where they're headed?
Make the knowledge you want them to have explicit
Show them what you want them to be able to do.
Discuss & explore the learning intention with pupils thoroughly
Make sure pupils have the tools to monitor their own progress

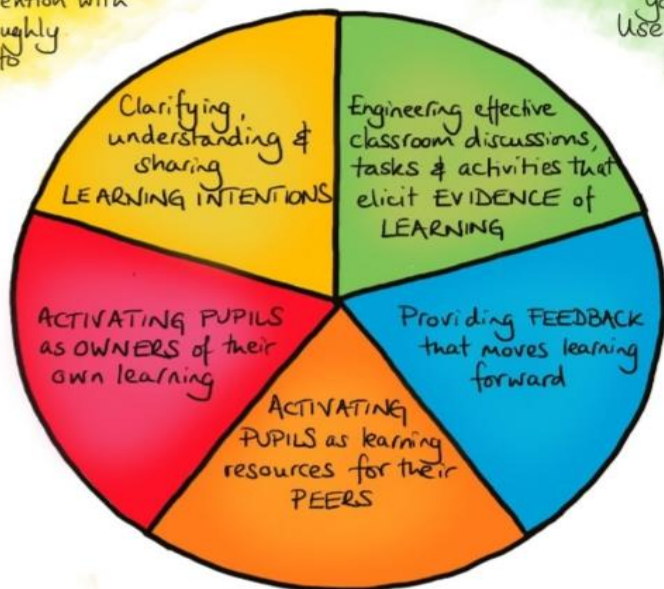
Develop self-regulation and metacognition strategies

Give pupils tools which will help them monitor their own progress.

Share long term learning goals with pupils so they can see progress.

Set out & share learning milestones

Provide exemplars of performance.



Ask pupils great questions to elicit their learning
Don't allow any pupil to opt-out, use cold call.
Involve as many pupils as possible when you check for learning.
Use multiple choice questions
Asks pupils to rephrase the discussion

Feedback must be...
change the pupil not...

Feedback should make suggestions about actions pupils can take.

Feedback should inform pupils' actions in new contexts.

Give pupils the tools to generate their own effective feedback.

Peer learning should be highly structured & routine.
Scaffold novices support for each other until they gain expertise.
Use 'think, pair, share' to build pupil to pupil support.
Use elaborative interrogation - 'You said this, tell me more/why?'

We provide bespoke support for schools informed by the most relevant, reliable, robust research & designed to address the specific needs of the school & its pupils.

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Dylan Wiliam:

“Gofynnwch gwestiynau gwych i ddisgyblion ennyn eu dysgu. Peidiwch â gadael i unrhyw ddisgybl optio allan, rydyn ni'n galw'n oer. Cynhwyswch gynifer o ddisgyblion â phosib wrth wirio am ddysgu...”

“Ask pupils great questions to elicit their learning. Don't allow any pupil to opt out, we cold call. Involve as many pupils as possible when you check for learning...”

PWYSIGRWYDD CWESTIYNU

THE IMPORTANCE OF QUESTIONING

Cwestiynu yw un o'r technegau dysgu ac addysgu amlycaf.

- Caiff hyd at hanner yr amser rydym yn addysgu ei dreulio yn cwestiynu.
- Fe all gwestiynau gael effaith bositif ar yr addysgu.
- Fe all gwestiynu gynnwys pob dysgwr yn y broses ddysgu ac addysgu.
- **Mae'n rhaid i ni gael cwestiynu'n gywir!**

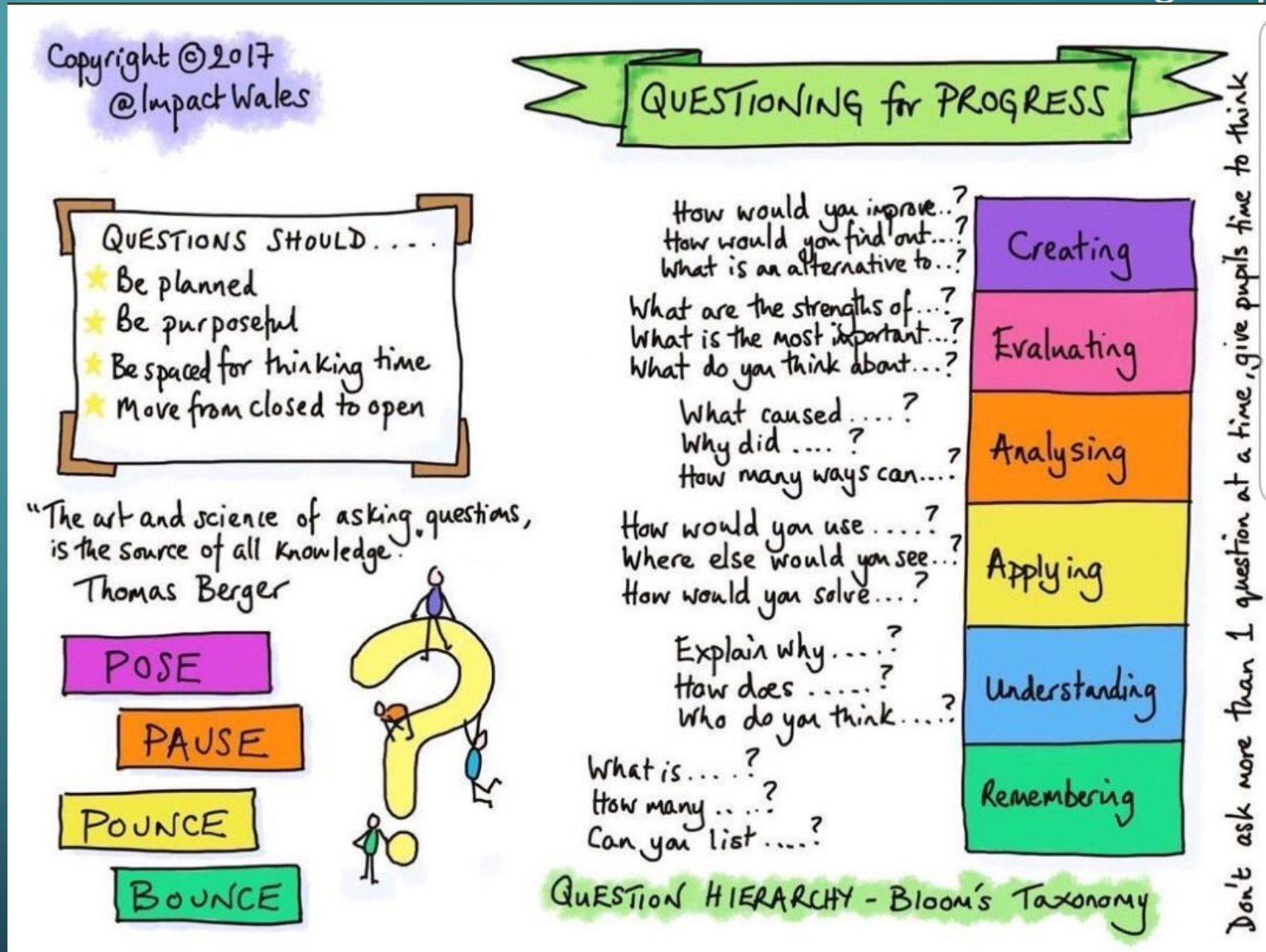
Questioning is one of the most prevalent teaching methods.

- Up to half of teaching time is spent on questioning.
- Questioning can have a positive impact on learning.
- Questioning can help involve all learners in the teaching and learning process.
- **We have to get questioning right!**

SUT? HOW?

Pa gliwiau sydd
yn y deigram
hwn?

What clues are
in this diagram?



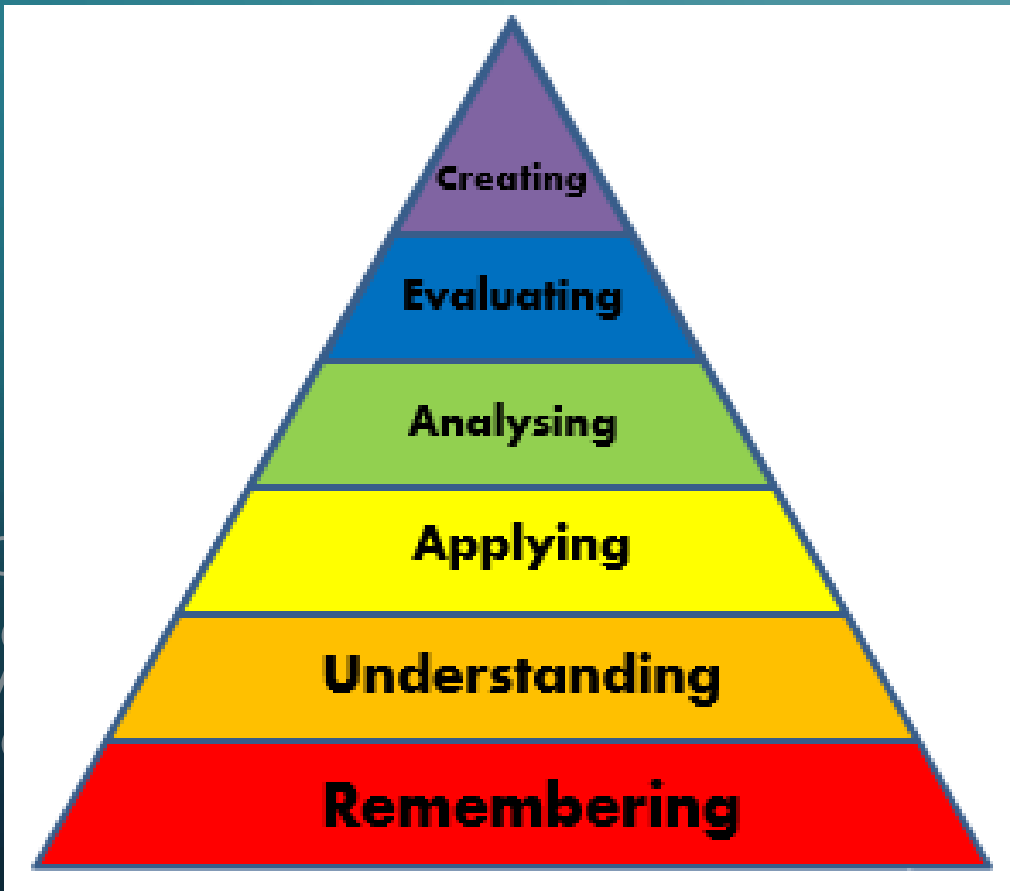
RHAI STRATEGAETHAU CWESTIYNU

SOME QUESTIONING STRATEGIES

- Tacsonomeg Bloom
- Amser aros/i feddwl
- Dim dwylo i fyny
- Byrddau gwyn bychain
- Gofynnwch 'pam?'
- Bloom's Taxonomy
- Thinking time/Wait time
- No hands up
- Mini whiteboards
- Ask 'why?'

TACSONOMEGBLOOM (2001)

BLOOM'S TAXONOMY (2001)



- Creu
- Gwerthuso
- Dadansoddi
- Cymhwyso
- Deall
- Cofio

GWEITHGAREDD ACTIVITY

- Edrychwch ar y sleid nesaf 'Cwestiynau AG.'
- Edrychwch ar y daflen 'Berfau Gweithredol Bloom'.
- Defnyddiwch y daflen berfau er mwyn ail-strwythuro'r cwestiynau fel eu bod yn cyfateb gyda Tacsonomeg Bloom (2001).
- Look at the next slide 'Questions in RE'.
- Look at the 'Bloom's Action Verbs' sheet.
- Use the verb sheet to restructure the questions so that they correspond with Bloom's Taxonomy (2001).

CWESTIYNAU AG RE QUESTIONS

- Pwy oedd Iesu?
- Pryd cafodd Iesu ei eni?
- Ble cafodd Iesu ei eni?
- Ble mae'r bedyddfaen mewn eglwys?
- Ble mae'r Bimah mewn Synagog?
- Beth yw enw symbol y grefydd Hindŵaidd?
- Pwy sy'n mynd i'r Mosg?

- Who was Jesus?
- When was he born?
- Where was he born?
- Where can you find the font in a church?
- Where's the Bimah in a Synagogue?
- What's the name of the symbol of the Hindu religion?
- Who goes to the Mosque?

AMSER I FEDDWL THINKING TIME

- Rydym eisiau osgoi'r dull hwn...
- We want to avoid this kind of approach...

<https://www.youtube.com/watch?v=uhiCFdWeQfA>

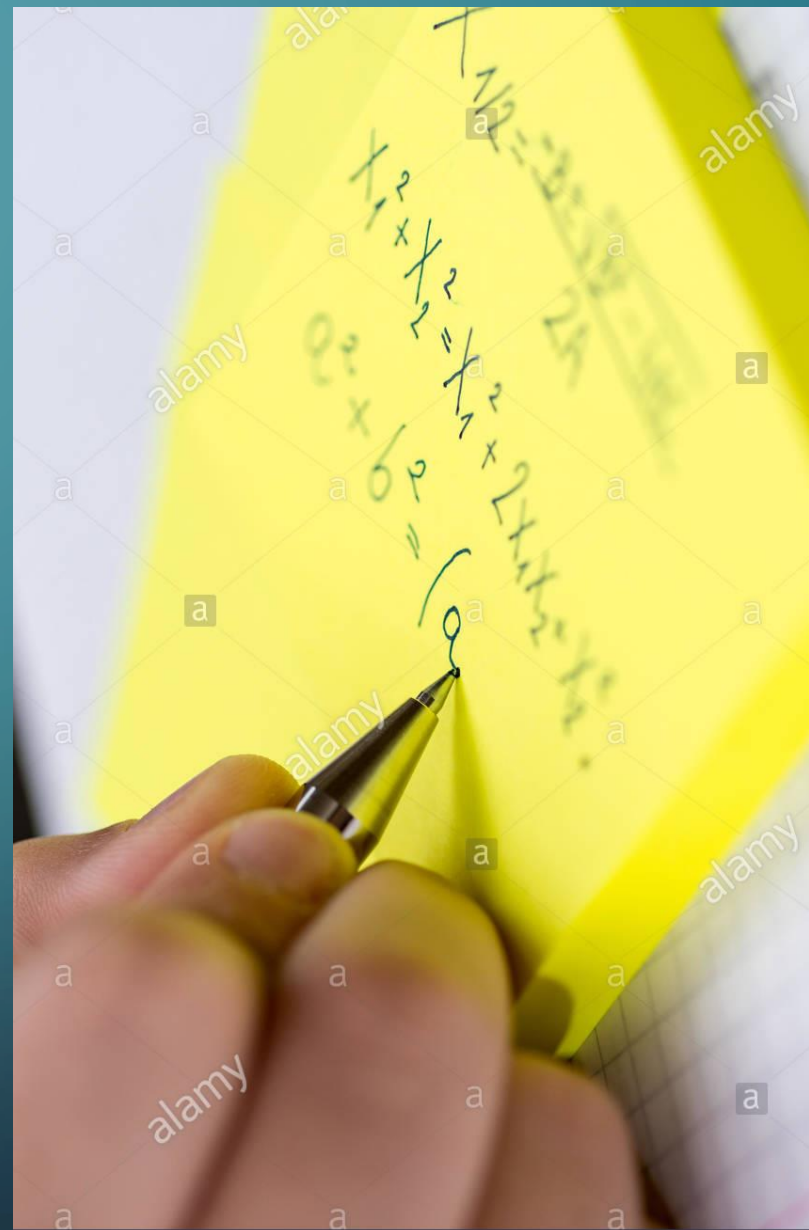
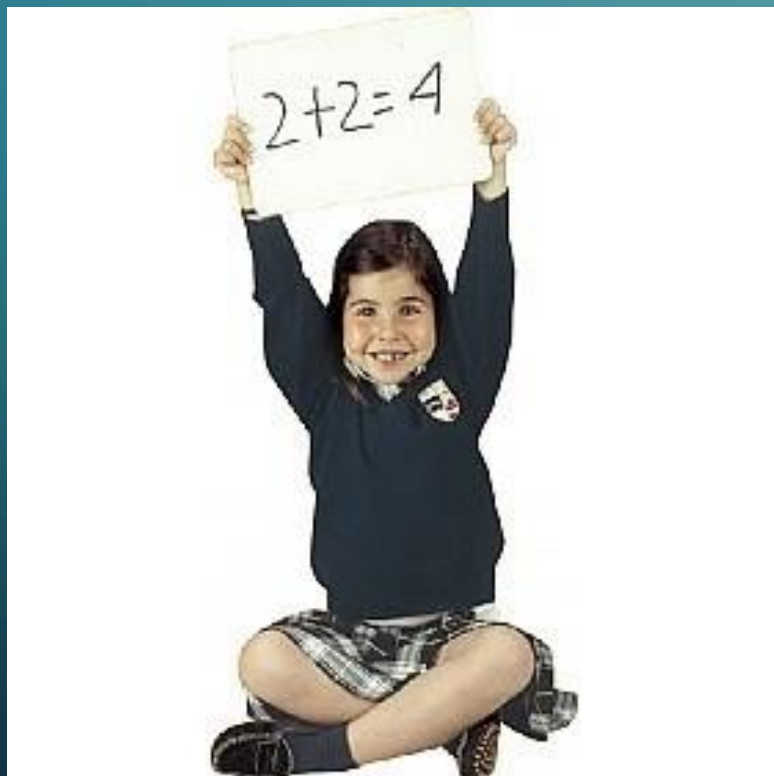
A gwneud defnydd o'r math yma o ddulliau...

And make use of these sorts of approaches...

GOSOD, AROS, POWNSIO, BOWNSIO POSE, PAUSE, POUNCE, BOUNCE

- Gosodwch y cwestiwn
- Arhoswch am gyfnod o amser (o leiaf 3 eiliad yn ôl Rowe, 1972)
- Pownsiwch – dewiswch rywun i ateb
- Bownsiwch – symudwch y cwestiwn ymlaen at ddysgwyr eraill yn y dosbarth.
- Pose the question
- Wait (at least 3 seconds ideal according to Rowe, 1972)
- Pounce – select someone to answer
- Bounce – move the question along to other learners in the class.

BYRDDAU GWYN BYCHAIN MINI WHITEBOARDS

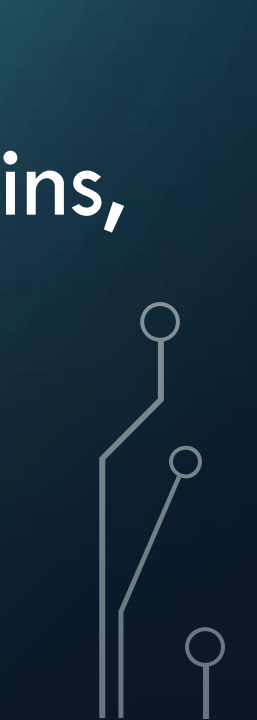
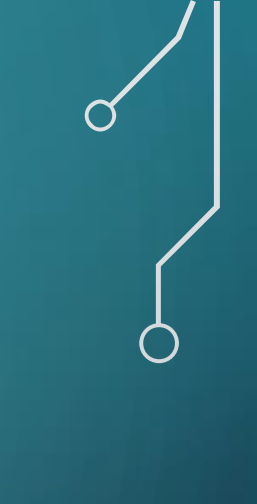




GOFYNNWCH 'PAM?'
ASK 'WHY?'

*“If we systematically employ higher order questioning,
then levels of student understanding will deepen and
levels of achievement will increase.”*

Yr Athro/Prof. David Hopkins,



CYNLLUNIO AR GYFER CWESTIYNU

PLANNING FOR QUESTIONING

Questioning in practice

Which questioning strategies do you feel would be useful in your lessons?

How would you use these strategies to improve pupil performance in your lessons?

INGDOM

Cwestiynu ar Waith

Pa dechnegau cwestiynu ydych chi'n teimlo byddai o ddefnydd yn eich gwersi chi?

Sut fuasech chi'n defnyddio'r technegau hyn ar gyfer gwella perfformiad dysgwyr yn eich gwersi?