



Questioning

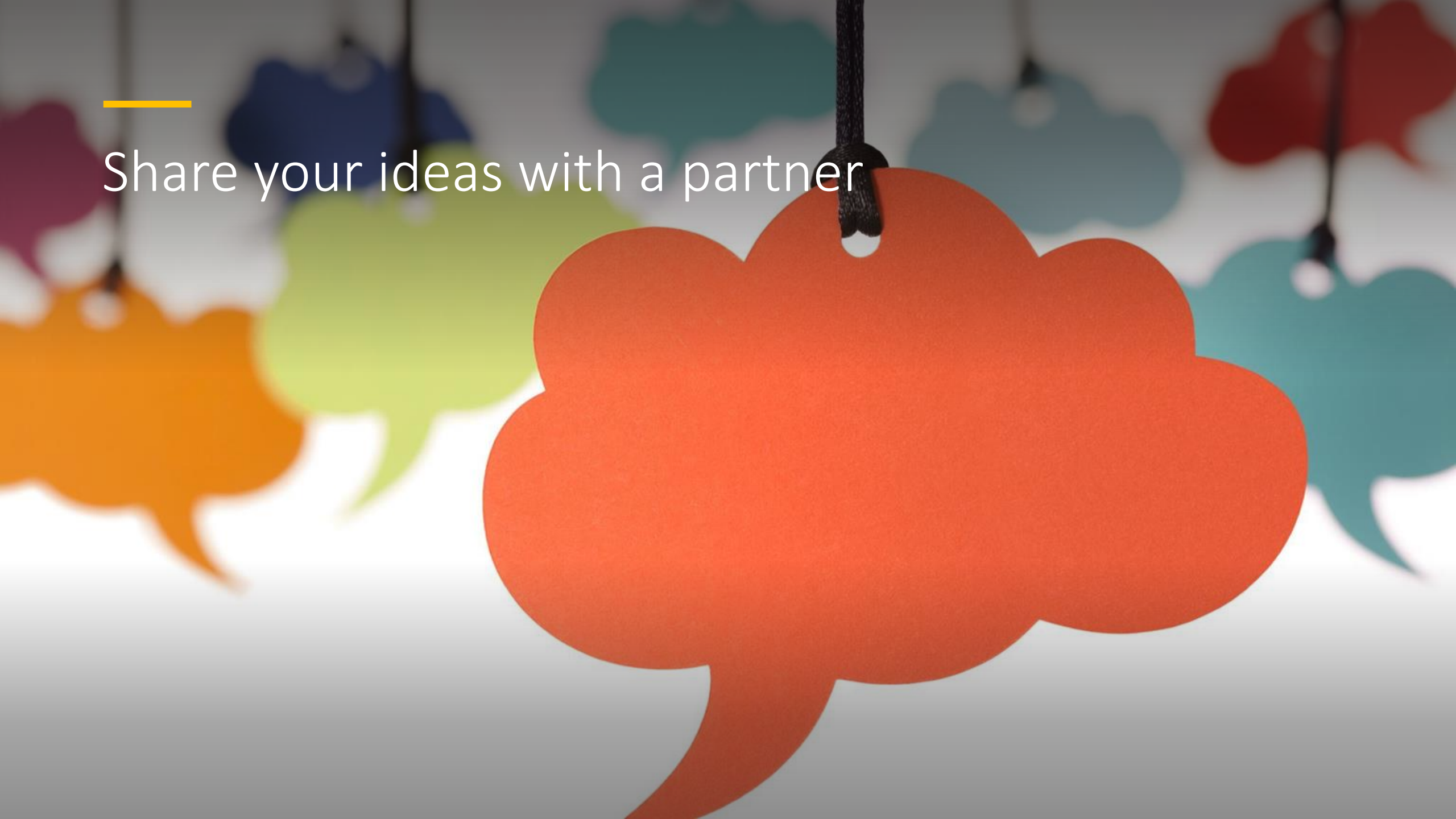




Independent task:

Brainstorm the key points raised in this morning's introductory session

Share your ideas with a partner



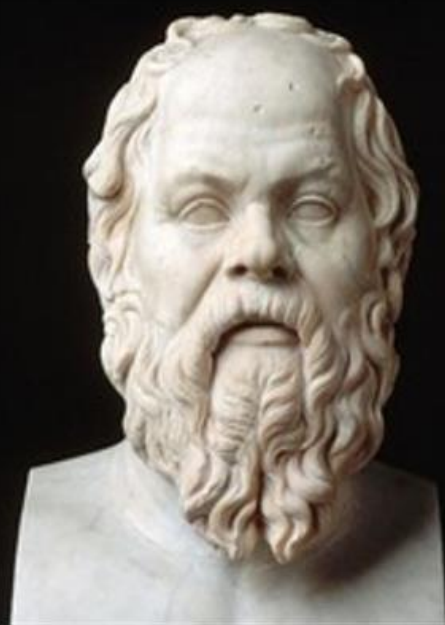
Go back to your
mind map and add
questions or points
that make you
curious



Why do we ask
questions?



Socrates



No one can teach, if by teaching we mean the transmission of knowledge, in any mechanical fashion, from one person to another. The most that can be done is that one person who is more knowledgeable than another can, by asking a series of questions, stimulate the other to think, and so cause him to learn for himself.



“ To question well is to teach well. In the skilful use of the question more than anything else lies the fine art of teaching.”

Charles

De Garmo (1911)

American educator and theorist.



What key points
stood out for you?





Go back to your mind map



According to Rosenshine
the best teachers...

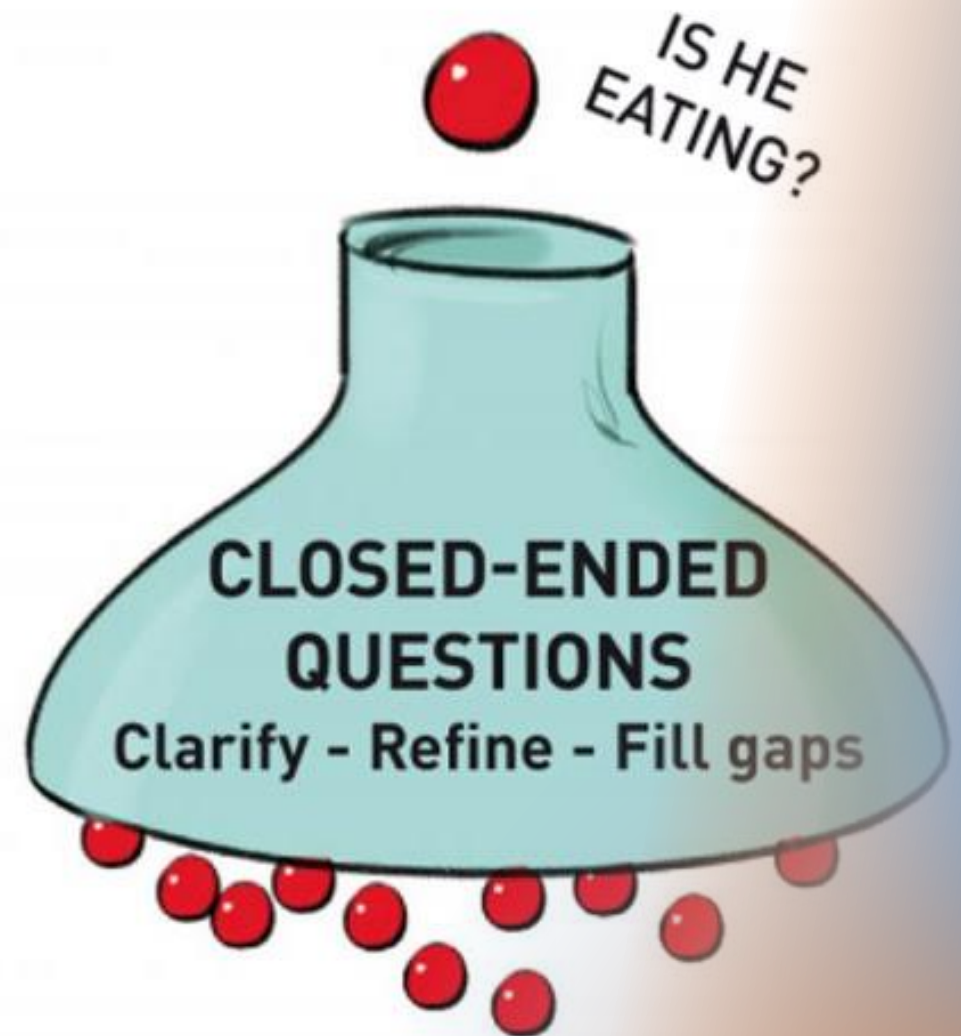
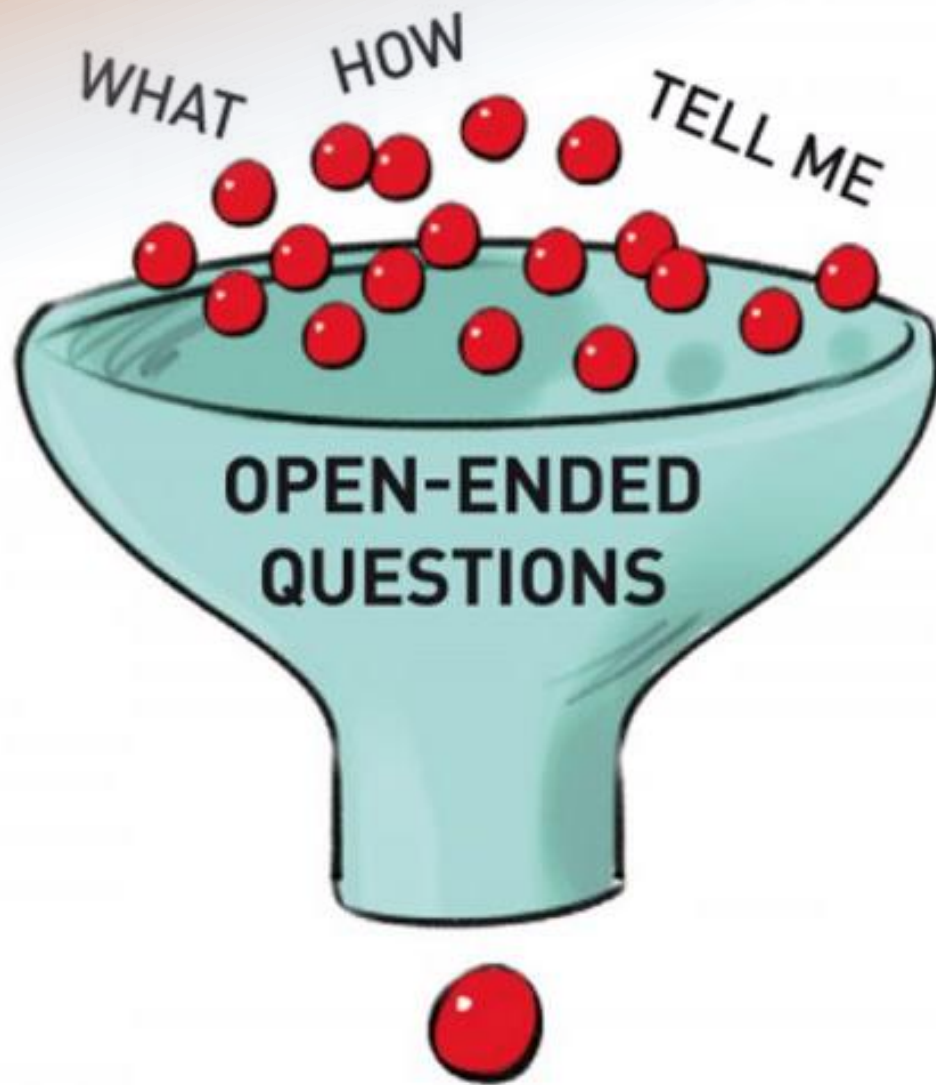
- Ask more questions
- Involve more students
- Probe for greater depth with supplementary questions
- Allow more time for explaining, clarifying and checking for understanding

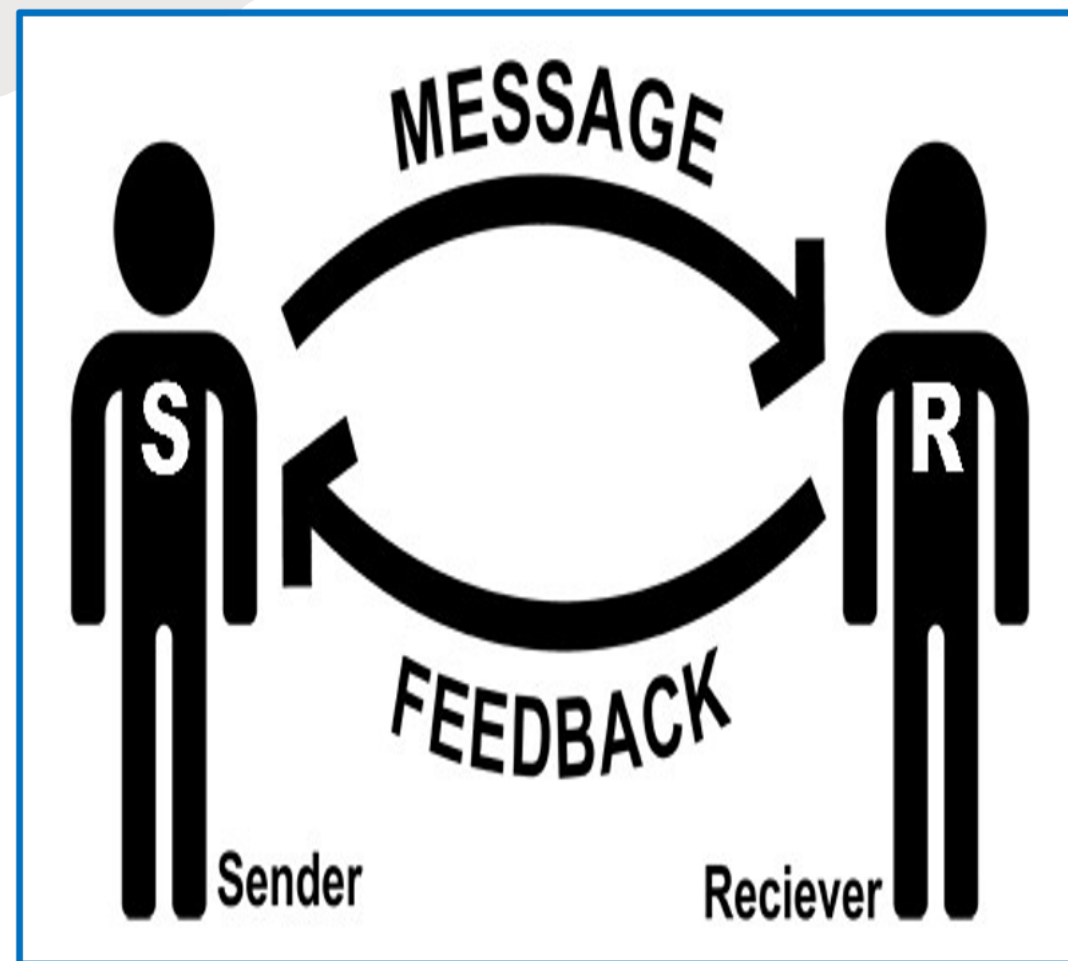
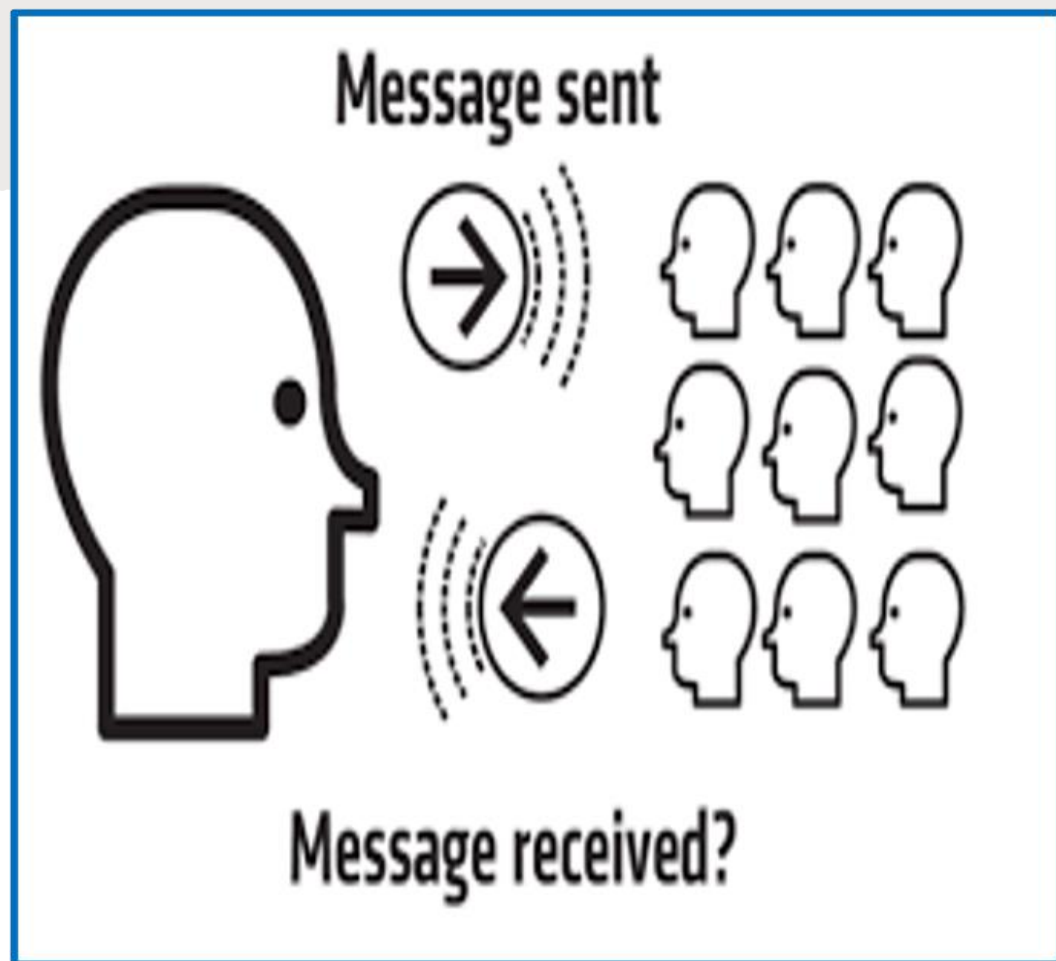
Tom
Sherrington
adds:

Ask pupils to
explain how they
arrived at the
answer

What makes a good question?





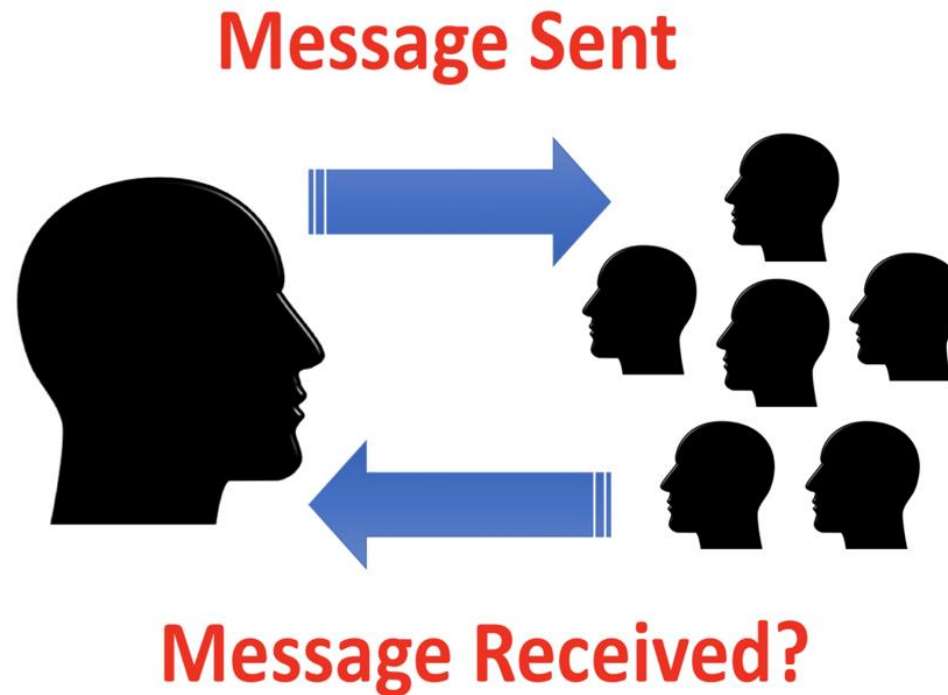




Some strategies

Questioning

- Cold Call
- No Opt-Out.
- Check for understanding
- Probing Questioning
- Think Pair Share
- Say again - but say it better.
- Whole Class Response



Questioning Techniques

Cold Call	No hands up or calling out. Ask everyone → select who answers.
No Opt Out	If students get an answer wrong or don't know, go back to them to check that they now know the answer.
Check for Understanding	Ask a selection of students to relay back what they have understood about the question under discussion.
Probing Questioning	Make each question and answer exchange a mini dialogue, probing to explore student's understanding.
Think Pair Share	Allocate talk partners, set a question with a time limit, ask students to think, then discuss, then report back.
Say it again better	Accept students' first half-formed responses but then help them to reframe a better more complete response.
Whole Class Response	Use techniques like mini whiteboards or ABCD fingers to provide simultaneous responses from a whole class.



The question matrix

How might this be useful in your classroom?

Question Matrix

	Is? / Does? Present	Has? / Did? / Was? Past	Can? Possibility	Should? Opinion	Would? / Could? Probability	Will? Prediction	Might? Imagination
What? Event							
Where? Place							
When? Time							
Which? Choice							
Who? Person							
Why? Reason							
How? Meaning							

QUESTION MATRIX

IS?
DOES?
PRESENT

HAS?
DID?
WAS?
PAST

CAN?
POSSIBILITY

SHOULD
?
OPINION

WOULD
?
COULD?
PROBABILITY

Ask better questions...
WILL?
PREDICTION

MIGHT?
IMAGINATION

WHAT?
EVENT

WHERE?
PLACE

WHEN?
TIME

WHICH?
CHOICE

WHO?
PERSON

WHY?
REASON

HOW?
MEANING

The general level of difficulty of question increases... A "What is?" question is normally easier to create and answer than a "How might?" question.

Quiz

- https://quizizz.com/admin/quiz/6506c8c9469e1374181bd390?source=quiz_share

