Questioning Strategies for Participation in Tutorials

1. **Cold calling** - From the very beginning, foster a 'no hands up' culture in the classroom. This will encourage accountability across all students, as they are aware that they will be expected to fully engage and participate in a lesson. This can be difficult to establish at first, with pupils hesitant to be placed on the spot, however if cold calling is used consistently (simply the practice of posing a question and asking a student, random or targeted, to respond) then there will be a consistent level of participation, avoiding the trap of having one pupil answering all questions.

2. **Think-Pair-Share** - pose a question to the class. Instruct them that they will have to spend one minute silently reflecting on an answer or their thoughts. After this 'think' time, they will then turn to a partner and discuss their thoughts. This is most effective when they have spent time in absolute silence, as the students are keen to talk and share. You will then 'cold call' pairs to share their answers with the rest of the class, commenting on their own opinion and summarising their partner's view.

3. **Random name generation** - this is a method to facilitate cold-calling. Using online software, a random name in the class is projected onto the screen. This should be done after a question is posed to ensure that all students are engaged. This can be effective as students are aware that anyone's name can come up, ensuring accountability.
   a. https://www.classtools.net/random-name-picker/
   b. https://www.teachstarter.com/widget/random-name-selector/

4. **Basketball questioning** - pose a question to the class and then 'cold call' a response from a student, again this can be targeted or random. After the student as given a response, 'cold call' another student to summarise the original point, or expand on the previous answer. A third pupil can then be called upon to critique previous responses, develop answers, or provide general feedback. This can continue, or a new question can be posed and the same process followed.
   Example follow-up questions:
   a. Do you agree with that point? Why?
   b. Do you disagree with that point? Why?
   c. What can you add to X's answer?
   d. What is the most important aspect of what X said? Why?
   e. Who might disagree with this? Why?

5. **Snowballing Option 1** - a question is posed to all students. They must then discuss possible answers in pairs. Pairs will then join up to become a four, fours will join up to become a group of eight and so on. It is a good way to scaffold the discussion of open-ended question, and can be used similarly to a think/pair/share. It can also be used to establish arguments or a response. For example, in the case of a balloon task pupils have to choose character in a book that they think should be killed off (sorry for the rubbish example). They must then discuss it with a partner and come to conclusion. The pair must then form a group of four with another pair, and again they must discuss their ideas and come up with one solution. This can happen again

with a group of eight, sixteen… until the whole group has come to a singular conclusion.

6. **Snowballing Option 2** – otherwise known as a "snowball fight". Pupils should each have a piece of paper with a question in on it and should write an answer to that question. Each pupil then crumples up their question paper into a ball and gently tosses it to another pupil. That pupil then opens the paper and offers another answer to the question and repeat for a specified amount of time. Pupils should be reminded that they cannot write the same answer more than once or repeat an answer already on the paper. They should also be reminded of throwing etiquette before beginning. At the end of the time, pupils should be asked to read off the question and some answers from the paper they are holding.

7. **Pose, pause, pounce, bounce** - a question is posed to the whole group. The facilitator will then wait, much like the 'think' time in a think/pair/share. The facilitator will then go straight to an individual (this can be targeted). Once they have given a response, another student must further develop the argument, or disagree or provide feedback.