



Five Steps to Questioning like a Pro


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Delivery Staff Name
Role


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In one word, what does good questioning look like?

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“There are two reasons to ask a question: to cause students to think or to collect evidence that you need to inform your teaching.”

-Dylan Wiliam

Session Objectives



- To learn about some examples of good questioning
- To practise applying different questioning techniques and strategies
- To share best practice as a group

You've asked a question and NOBODY answers...



1) Give pupils time to think!



Rowe (1974) found that when wait time is increased, pupils:

- Provide extended responses
- Respond with greater confidence
- Offer a greater variety of responses
- Link responses to other pupils' ideas

1) Give pupils time to think!



Strategies for giving thinking time:

- Talk to students about **'wait time'**
"I'd like you all to think about your answer for 10 seconds and then I'll ask someone to respond"
- Encourage pupils to **write their answer first**
"Take 30 seconds to jot down your answer."
- **Think-Pair-Share**
"Take 30 seconds to think about your answer and then take another 30 seconds to share your thoughts with the group. I'll switch off my speakers and when the minute is over I'd like to you tell me the answer you've decided on."

You've asked a question and the pupil can't answer...




2) Prompting



1. **Original question**
"How do vaccines work?"
2. **Rephrase the question**
"What is the main ingredient of a vaccine and what does our body produce in response?"
3. Provide a **visual/background knowledge** cue
"We learnt that vaccines contain weakened or dead disease bacteria. What does this cause white blood cells to produce?"
"Have a look at the diagram on page 38. What are the white blood cells doing in response to the vaccine? Why?"
4. Give pupils an **"either/or"** option
"Do vaccines contain a weakened form of the virus/bacteria or drugs to treat the illness?"

2) Prompting




Practice creating prompt questions if students struggled to answer your original question.

1. **Rephrase the question**
2. **Provide a visual/background knowledge cue**
3. **Give pupils an "either/or" option**

Original question:

- English - What is a metaphor?
- Maths - What is a ratio?
- Biology - Which organ systems the heart part of?
- Chemistry - What is the Avogadro constant?
- Physics - What is the formula for resultant force?


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Share your prompt questions

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2) Prompting






★ Top Tip: Provide a checklist
Giving students a checklist of criteria to meet is a simple way of scaffolding the question and guiding pupils' thinking.

What are the main elements of 'chivalric romance'?
Think about:

- Plot
- Characters
- Narrative

You want to check if pupils are still with you...





“Any questions about this?”

“Do we all understand?”

“Does that make sense?”

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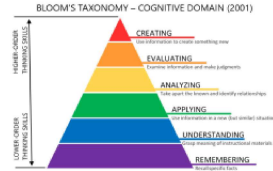
Why aren't these good questions to check understanding?

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3) Plan targeted questions



- Bloom's Taxonomy is a framework for planning questions of increasing levels of challenge and complexity – to help you target questions at students working at different levels of confidence and ability
- Example...
- Practise...



Goldilocks and the 3 Bears – Bloom's Taxonomy



Remember	Who was the biggest bear? What food was too hot?
Understand	Why didn't the bears eat the porridge? Why did the bears leave their house?
Apply	List the sequence of events in the story. Draw 3 pictures showing the beginning, middle and end of the story.
Analyse	Why do you think Goldilocks went for a sleep? How would you feel if you were Baby Bear? What kind of person do you think Goldilocks is and why?
Evaluate	How could your wife fix this story with a city setting? Write a set of rules to prevent what happened in the story.
Create	Write a review for the story and specify the type of audience that would enjoy this book. Why has this story been told over and over again throughout the years?

Sentence Starters

1 Knowledge Identification and recall of information	define fill in the blank label identify	label locate match memorize	name recall spell	select test underline
2 Comprehension Organization and selection of facts and ideas	convert describe explain	interpret paraphrase put in order	relate recall in your own words rewrite	summarize trace translate
3 Application Use of facts, rules and principles	apply compare construct contrast	demonstrate determine draw find out	give an example illustrate make operate	show solve state a rule or principle use
4 Analysis Representing a whole into component parts	analyze compare classify compare	contrast deduce deduct determine the factors	diagram differentiate directly distinguish	examine infer specify
5 Synthesis Combining ideas to form a new whole	change combine compose construct contrast	find an unusual way formulate generate invent organize	predict propose produce rearrange reconstruct	write suggest suppose visualize write

3) Plan Targeted Questions



Your turn: In your tutoring group, there is one student who is more confident than the others. Use the **Knowledge/Comprehension-level question for your subject** and **one of the sentence starters** to write a more challenging Application/Analysis-level question.

If time: prepare a higher challenge question at the Evaluation/Synthesis level

- English: What is a metaphor?
- Maths: What is a ratio?
- Biology: Which organ system is the heart part of?
- Chemistry: What is the Avogadro constant?
- Physics: What is Newton's first law of motion?

You want pupils to develop their answers...



4) Follow up on pupils' responses



Exchange 1	Exchange 2
T: Mohammed, is 19 a prime number?	T: Mohammed, is 19 a prime number?
M: Yes.	M: I don't know.
T: Great, well done.	T: Ok. Lucy, what do you think?

What could be done differently in each of these exchanges?

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What could be done differently in each of these exchanges?

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4) Follow up on pupils' responses

Encourage pupils to elaborate and justify their response.	"Can you say a bit more about that?" "What makes you say that?" Show non-verbal interest and wait for pupil to elaborate.
Encourage pupils to speculate or offer an alternative response.	"Can you suggest a different way of doing this?" "What would happen if...?"
Revoice pupils' answers.	"So, what you're saying is..." "Tell me more about your thinking"
Bounce the question to other pupils.	"Y, do you agree with X's response?" "Y, what would you add to X's response?"

Remember that you can prompt pupils where necessary and guide them to build upon their thinking.

Virtual is reality!




5) Plan for questioning virtually

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What is one questioning strategy you've learned more about today that you would like to implement in your tutorials?

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