



Oide

Tacú leis an bhFoghlaim
Ghairmiúil i measc Ceannairí
Scoile agus Múinteoirí

Supporting the Professional
Learning of School Leaders
and Teachers

School Directed Sequence

Effective Questioning to Support Differentiation



Progression Pathways



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School Directed Sequence – Our Context



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On average how many questions do you think a teacher asks in a normal 40-minute class period?

13

33

53



On average how many questions do you think a teacher asks in a normal 40 minute class period?

- That is approximately one question every 72 seconds
 - Who answers these questions?
 - Do we ask too many questions?
 - Is this an effective use of questioning?

13

33

53



NCCA "Effective Questioning" Toolkit



"In the discussion teachers can learn something about where the pupils are coming from....what ideas they already have and build on them.....rather than start with something that doesn't connect with their thinking."

"Effective Questioning allows space for discussion in the classroom, it is not about the right answer."

(NCCA, 2015, p. 3)

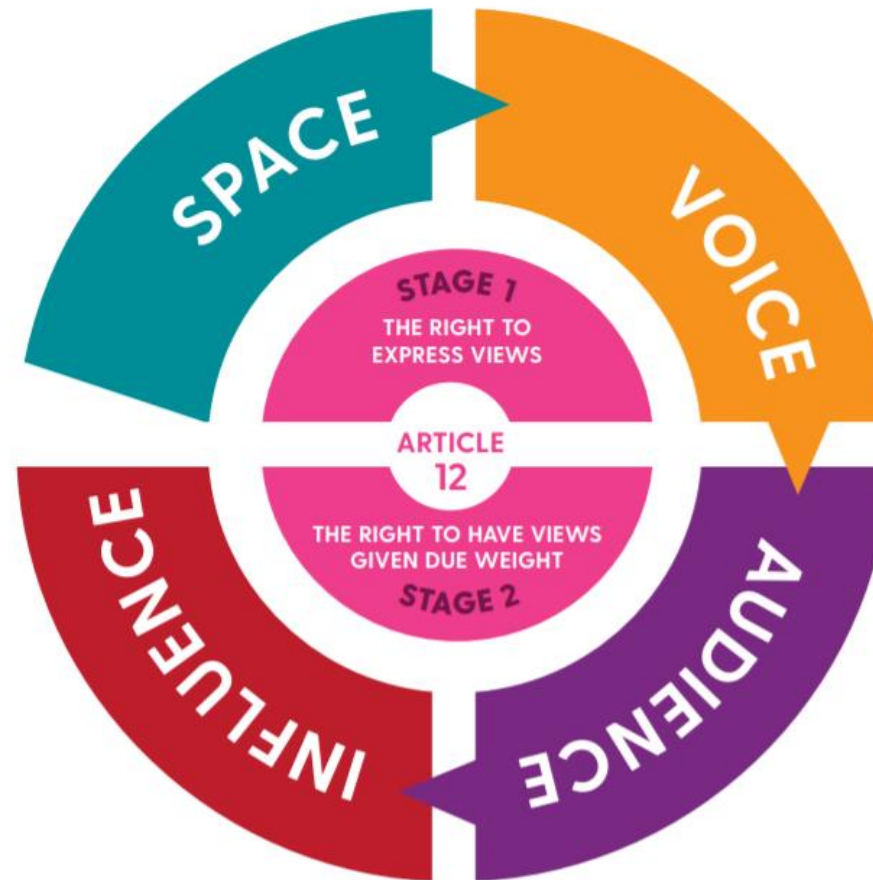
Effective Questioning- Designing a classroom environment



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Dealing with incorrect answers productively

The view must be acted upon, as appropriate.

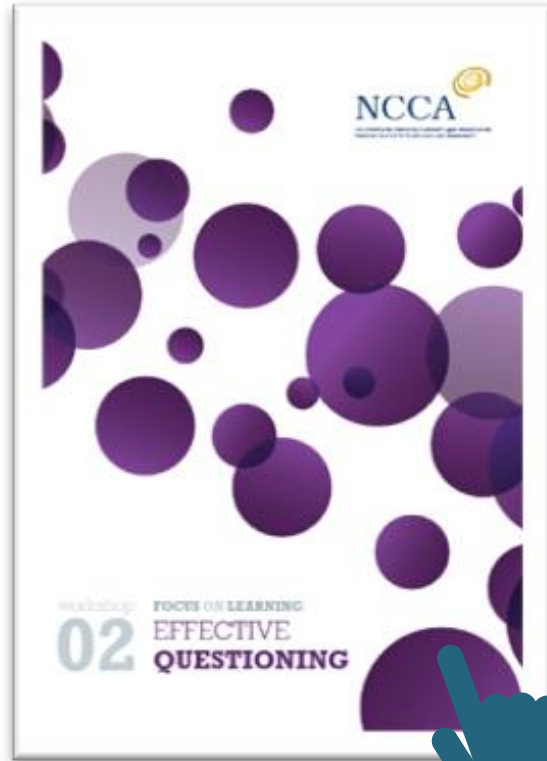


Children must be facilitated to express their view

The view must be listened to by those with decision-making power.

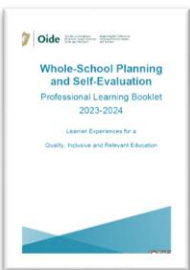
Source: Department of Children, Equality, Disability, Integration and Youth, 2021

NCCA Effective Questioning



Step 1

Open the NCCA Effective Questioning Booklet by clicking on the image above.



p. 27

Paul Black – Effective Questioning



Activity 1
How are we doing?

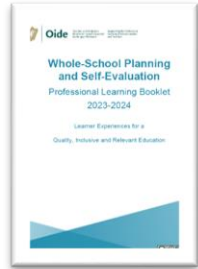
Reflect on how you use questions in your classroom using the table below.

Traffic light your responses to the questions below using this code:

	Always	Sometimes	Never
I think about the questions I am going to ask in class and plan one or two really good questions per lesson.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask questions that challenge and engage the students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Before teaching a new topic I use questions to assess the students' prior knowledge and understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask questions that force students to use existing knowledge or understanding to create new understanding.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I ask questions to encourage creative and critical thinking.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I try to avoid asking too many closed questions.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I allow time for thinking after a question is asked in class.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Take a few minutes to share your reflections with a colleague.

Step 2 Reflect on how you use questions in your classroom by completing the activity on p.5 of the Effective Questioning Booklet. Discuss with colleagues.



Seven Steps of Effective Questioning



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Examples of Activities, Discussion Prompts and Reflection in Workbook



Activity 2

Making questioning more effective

When planning effective questioning it helps to focus on **why** you are asking the question in the first place. The chart below shows some of the many purposes for asking questions in a classroom.

Purpose of question	Examples
To prompt students to reflect on their conceptual understanding	<ul style="list-style-type: none"> What is the most important idea from today's discussion? Can you explain this concept in your own words? Replace 'Do you understand?' with 'Give me an example so I know you understand.'
To ask a student to clarify a vague comment	<ul style="list-style-type: none"> Could you say a bit more on that point? Can explain a little more?
To prompt students to explore attitudes, values, feelings	<ul style="list-style-type: none"> What are the values or beliefs that inform this argument? What has influenced how you feel/what you believe about this topic?
To prompt students to see a concept from another perspective	<ul style="list-style-type: none"> How do you think that this issue might be viewed by those with whom you disagree? Imagine how this might apply to another situation or problem?
To prompt students to support their assertions and interpretations	<ul style="list-style-type: none"> How do you know that? What has led you to that conclusion? Where is the evidence? Is it reliable?
To prompt students to respond to one another	<ul style="list-style-type: none"> What do you think about the idea just presented by your classmate? Do you agree or do you see the issue differently? Explain.
To extend and deepen students thinking	<ul style="list-style-type: none"> What are the assumptions that informed your thinking? What/who influenced your thinking?
To ask students to predict possible outcomes	<ul style="list-style-type: none"> What might happen if... What are some possible consequences of...? What would be the result if a different set of assumptions were used to set up this experiment?
To prompt students to connect and organise information	<ul style="list-style-type: none"> How does this shed light on the concept we studied last week? Can you develop a graph or table that organises this information in a helpful way?
To ask students to apply a principle or formula	<ul style="list-style-type: none"> How does this principle apply to this situation? Who can suggest how we might use this new formula to solve the problem we examined earlier?
To ask students to illustrate a concept with an example	<ul style="list-style-type: none"> Can you think of an example of this, drawn from your experience? Can you point to a specific part of the novel that shows this theme? Can you identify a painting or design that exemplifies that idea?

You may like to work in your subject groups for this activity. Firstly, decide on a purpose for your question, then create an effective question. Finally discuss the type of learning the question will promote in a classroom. You may find the witness statement cards 1-3 useful as they provide examples from other teachers working to improve their classroom questioning.

Activity 3

Using Bloom's Taxonomy to support questioning

Consider how you could use and adapt these question stems to help you vary the types of questions you ask in class.

Critical Thinking Skills

1 Knowledge Identification and recall of information	define fill in the blank list identify Who _____? What _____? Where _____? When _____?	label locate match memorise How _____? Describe _____? What is _____?	name recall spell How _____? What is _____?	state tell underline How _____? What is _____?
2 Comprehension Organisation and selection of facts and ideas	convert describe explain Re-tell _____ in your own words. What is the main idea of _____?	interpret paraphrase put in order What differences exist between _____? Can you write a brief outline?	restate restate in your own words rewrite How _____? What is _____?	summarize trace translate How _____? What is _____?
3 Application Use of facts rules and principles	apply compute conclude construct How is _____ an example of _____? How is _____ related to _____? Why is _____ significant?	demonstrate determine draw find out Do you know of another instance where _____? Could this have happened in _____?	give an example illustrate make operate How _____? What is _____?	show solve state a rule or principle use How _____? What is _____?
4 Analysis Separating a whole into component parts	analyse categorise classify compare What are the parts or features of _____? Classify _____ according to _____. Outline/diagram/web/map _____	contrast debate deduct determine the factors How does _____ compare/contrast with _____? What might happen if you combined _____ with _____?	diagram differentiate dissect distinguish How does _____ compare/contrast with _____? What evidence can you present for _____?	examine infer specify How does _____ compare/contrast with _____? What evidence can you present for _____?
5 Synthesis Combining ideas to form a new whole	change combine compose construct create design What would you predict/infer from _____? What ideas can you add to _____? How would you create/design a new _____?	find an unusual way formulate generate invent organize plan What solutions would you suggest for _____? What might happen if you combined _____ with _____?	predict pretend produce rearrange reconstruct reorganise How does _____ compare/contrast with _____? What might happen if you combined _____ with _____?	revise suggest suppose visualize write How does _____ compare/contrast with _____? What might happen if you combined _____ with _____?
6 evaluation Developing opinions, judgements, or decisions	appraise choose compare conclude Do you agree that _____? Explain. What do you think about _____? What is most important?	decide define evaluate give your opinion Judge/justify/prioritize/rank How would you decide about _____? What criteria would you use to assess _____?	judge justify prioritize rank How would you decide about _____? What criteria would you use to assess _____?	rate select support value How would you decide about _____? What criteria would you use to assess _____?

Credit - <http://www.teachthought.com/wp-content/uploads/2013/09/blooms-question-stems.jpg>

For more ideas on how to link Bloom's taxonomy to classroom questioning and assessment approaches go to <http://www.bloomstaxonomy.org/Blooms%20Taxonomy%20Questions.pdf>

Activity 4

Encouraging students to become better questioners

Warren Berger suggests that working within an answers-based education system, teachers must go out of their way to create conditions conducive to questioning. He offers some suggestions on how to encourage more questioning in the classroom and hopefully, beyond it. Consider these and then think about other ideas you could add related to your subject.

	One idea...	Other ideas...
Make it safe Asking a question can be a scary so teachers must somehow "flip the script" by creating an environment where questioning becomes a strength; where it is welcomed and desired.	Organise tasks dedicated entirely to formulating questions (no answers allowed!) with clear rules and guidelines to ensure that students' questions aren't judged or edited, and that all questions are written down and respected. For example, in small groups invite students to come up with 10 great questions about a topic during a 10-minute span.	
Model the process	Let the students hear you as you formulate and work through questions out loud thus making explicit your thought processes. For example, a teacher might say 'Let's think this through together' or 'I'm wondering what if...' or 'Who was the best leader?... I'm thinking I need to be clear what I mean by 'best' before I can find an answer'.	
Make it fun Introduce a 'game' element into questioning.	Here are some ways of injecting an element of play in questioning: Can you turn that answer/statement into a question? Can you open your closed questions, and close your open ones? Play 20 questions.	
Make it rewarding We must praise and celebrate the questions that are asked and not only the on-target, penetrating ones, but also the more expansive, sometimes offbeat ones.	Create a space in the classroom where students' great questions are displayed. Or have a question of the day/week.	
Make it stick Make questioning a habit so that students see it as a vital part of the way one thinks and learns.	Include a metacognitive stage in question-training exercises wherein students can reflect on how they've used questioning and articulate what they've learned about it.	

Credit: Adapted from <http://www.galatasari.org/How-Teach-students-become-better-questioners-warren-berger>

Effective Questioning Group Activities



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Step 3

Consider how to encourage more questioning in the classroom using pp. 9-10 to guide your discussion.

Step 4

Identify and share strategies which would support effective questioning in your classroom. Are questions supporting and challenging all learners?

Step 5

Review three of the Strategies towards the back of the booklet; identify two things you could do differently to support effective questioning in the classroom.

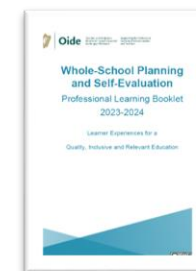
You may wish to use the Witness Statements and Discussion Cards on pp. 14-19 to support your discussion.

SMART Action Plan



Step 6

Identify one method you could explore as a subject department, to create an atmosphere to support effective questioning using the SMART planning model.





Feedback



<https://registration.oide.ie/feedback>



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Questions?

Míle buíochas



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