

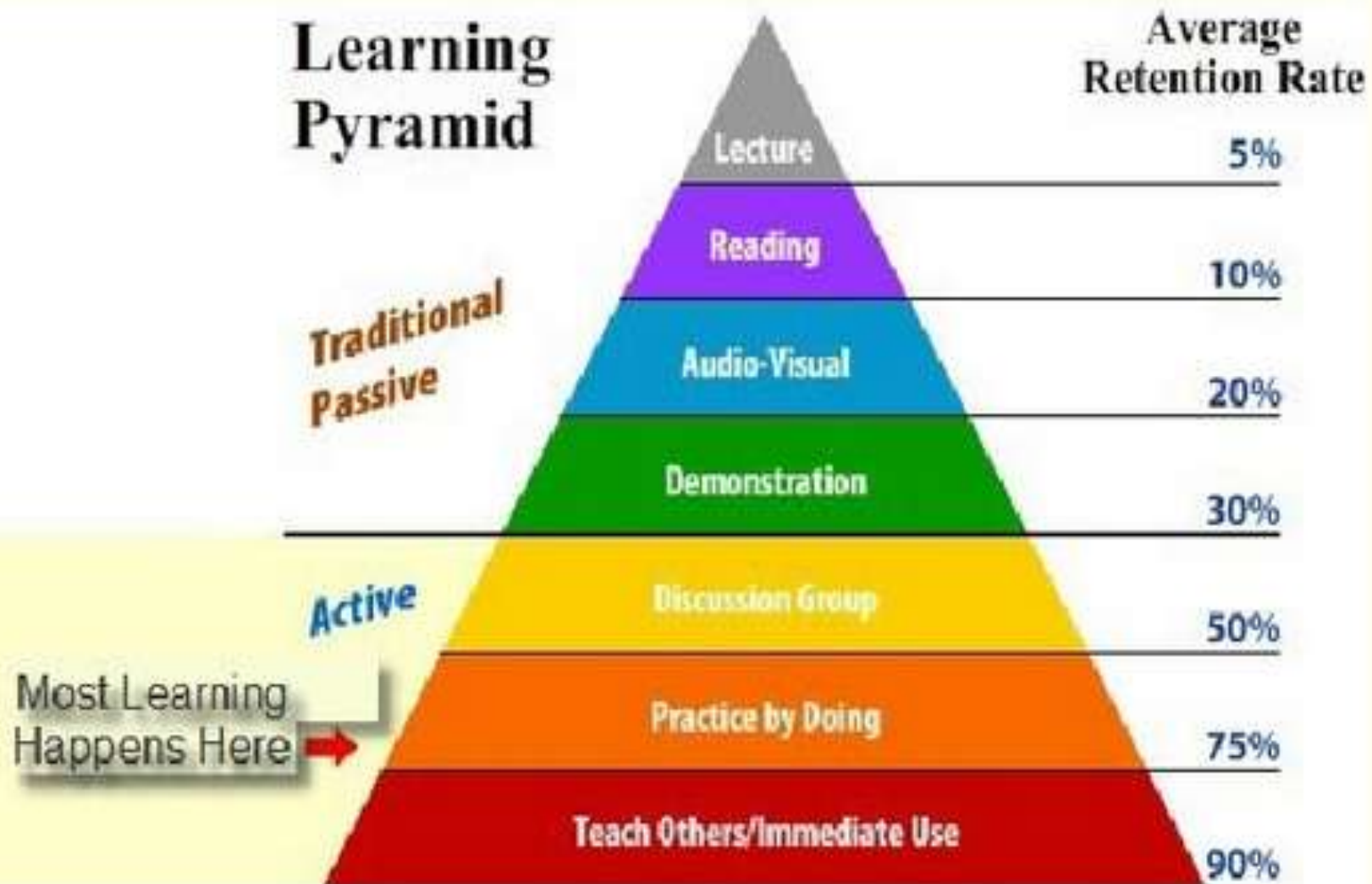
**What makes effective  
questioning?**

# Contents

- How do we learn?
- Why question?
- Are we using questions effectively?
- What questions to ask?
- Types of questions
- Quick and practical strategies

# How do we learn?

## Learning Pyramid



Source: National Training Laboratories, Bethel, Maine

# Why question?

- **Questioning** is a key aspect of the teaching and learning process.
- There is evidence that teachers can improve their use of questions, focusing on **types of questions** and strategies for using them.
- Questions should draw pupils into the **learning process** as well checking on acquisition of knowledge.

**Research shows that effective teachers use a greater number of higher order questions and open questions than less effective teachers**



# Are we using questions effectively?

Improving questioning was one of the keys to raising attainment identified by **Black and Wiliam** in *Inside the Black Box*

- Most teachers' questions are answered in less than a second, often by the teacher themselves. **Increasing wait time to 3 seconds for lower order questions and 10 seconds for higher order ones improves the quality of answers**
- Pupils fear being made to look silly and this inhibits them in answering
- The importance of pupils articulating ideas themselves means that it is important to try to get **them** to ask questions

# Is my use of questioning effective?

Questioning techniques need to be varied: over reliance on the 'volunteer' method is to be avoided.

Questioning is a key tool in Assessment for Learning strategies:

- for allowing the teacher to test learning
- for involving students in applying assessment criteria
- for developing listening skills.

Students need time to think, to know how long they have to respond.

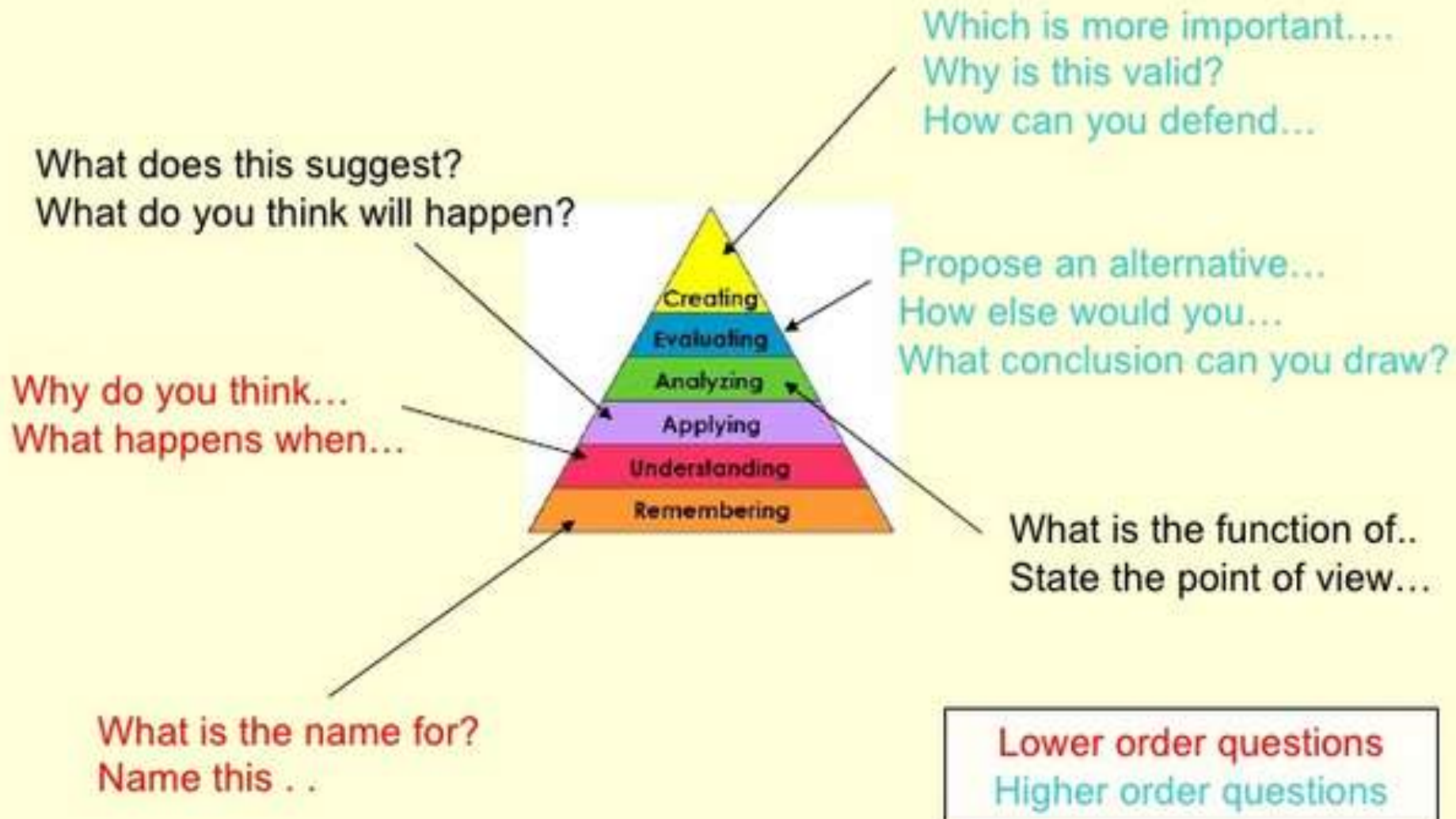
# What questions to ask?

## Bloom's taxonomy triangle (latest version)





# Types of questions





# Some quick and practical strategies

Increase 'wait time'

Think, Pair, Share (TPS)

No hands up

Answers on your mini whiteboard

Phone a friend

'Hot potato' student questioning

Staged questioning

Olympic challenge questioning

The 'annoying infant' technique

# Increase 'Wait time'

- Most teachers' questions are answered in less than a second, often by the teacher themselves.
- Increasing wait time to 3 seconds for lower order questions and 10 seconds for higher order ones improves the quality of answers



# No hands up

- Students cannot shout out OR put their hands up to indicate that they know the answer to the question.
- Teacher chooses students to answer question.
- Keep them on their toes!
- Students can use phone a friend if they are really struggling.





# Phone a friend

- Empower a struggling student, who does not have the answer to your question, by asking them to choose three students, who do have an answer ready
- Students give their answers
- The struggling student chooses the 'best' answer and explains their reasons for their choice.





# Staged questioning

- To increase level of challenge:
  1. What is this called?
  2. When would you use it?
  3. How does it work?



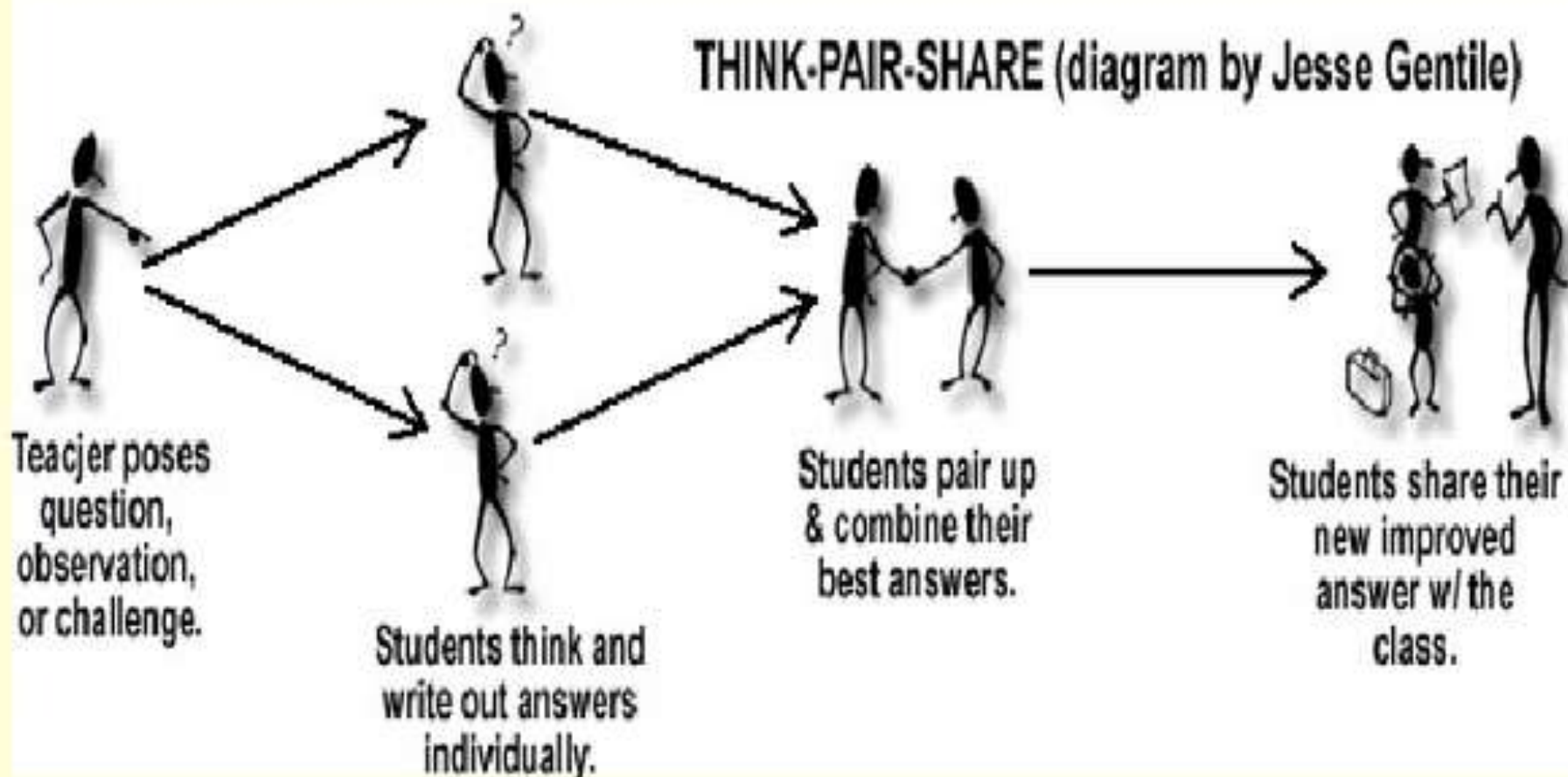
# Olympic challenge questioning

Stage plenary questions in terms of

- Bronze
- Silver
- Gold.

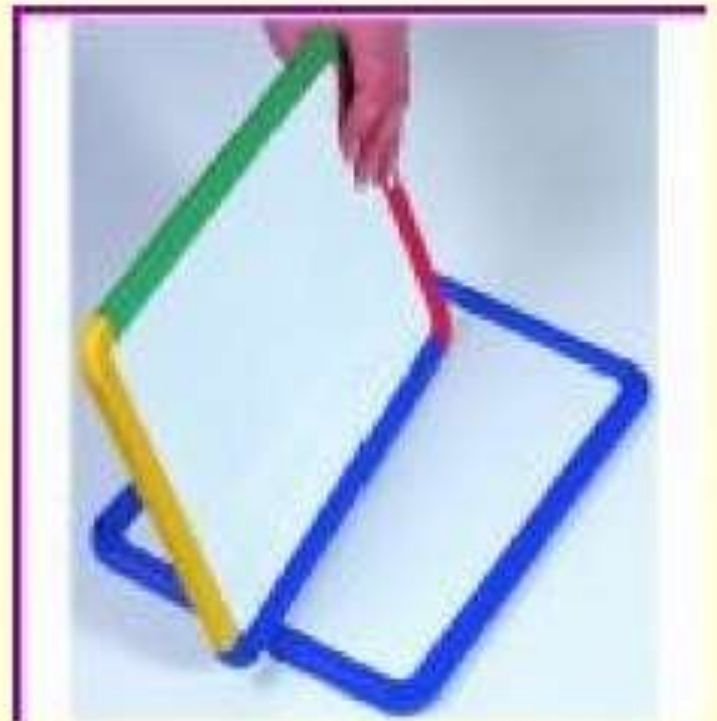


# Think, Pair, Share (TPS)



# Mini-whiteboard

- Pose a question
- Give 'wait time'
- Students hold up answers





# Hot potato

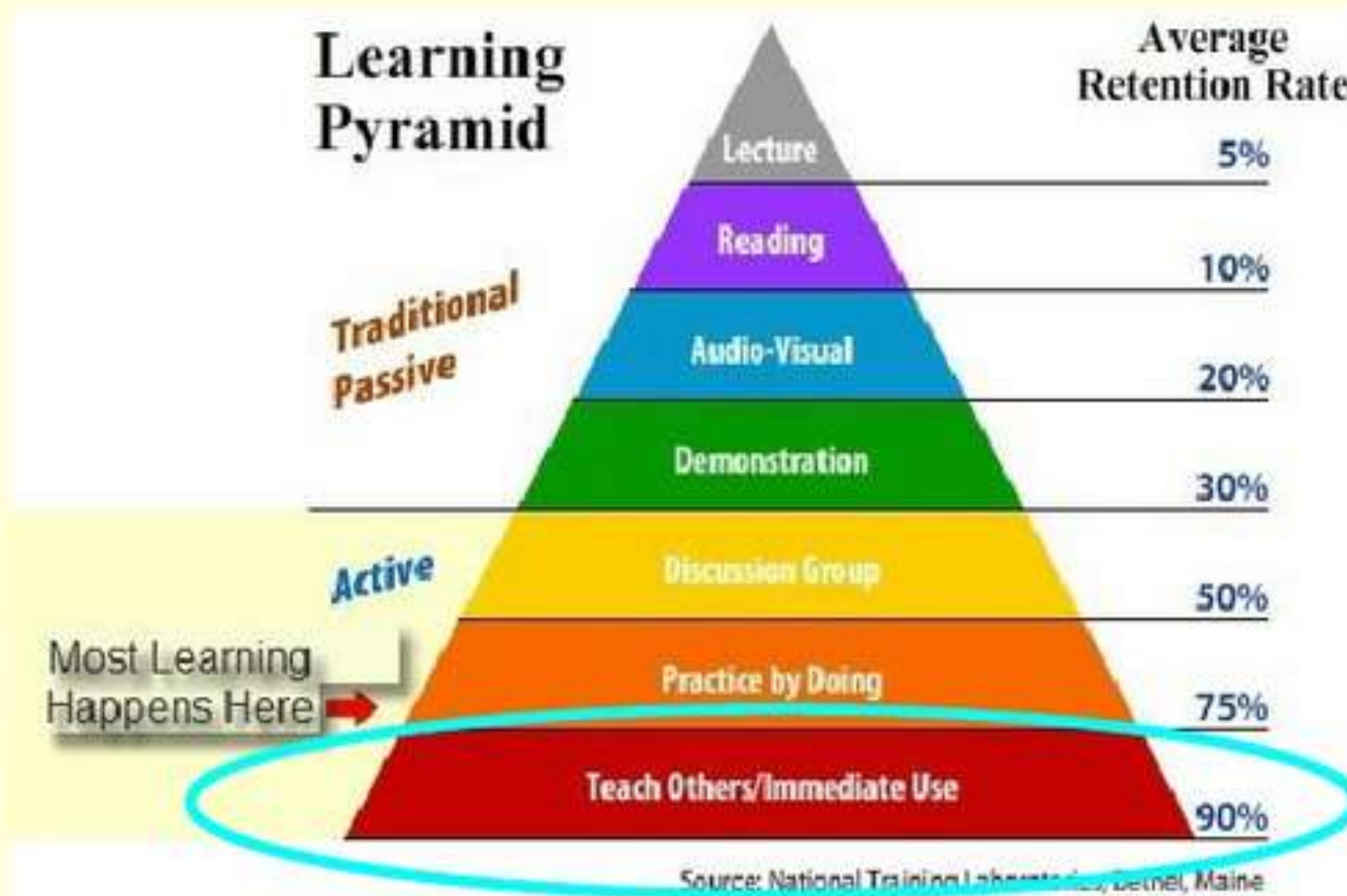
- A question is posed by the teacher – 'wait time' given
- Ball thrown at a student (carefully!)
- Student gives response
- Student poses question, waits 10 seconds and tosses ball to another student
- This can then be repeated as much as necessary



# The 'Annoying infant'

- Ask a question
- Leave 'wait time'
- Ask a student for a response
- Then act like an 'annoying infant' and repeat 'so what?' or 'why?' after each response

# Teach others?



Teaching others is a high order skill that leads to deep learning



# Teaching others - Practical strategies

## **Snowballing**

- Once students have thought of the answer, they pair and share ideas
- They then join with another pair and each take time sharing their answer and asking questions of each other
- Can go on and on...(if appropriate) before feeding back





# Teaching others – Practical strategies

## Envoying

- Group work where ideas recorded
- One envoy visits another group for one minute, collecting information and asking questions
- Envoy returns to original group and communicates findings for inclusion
- Teacher questions groups



# Too much?

- Don't try them all!
- Just choose **one strategy** and try it a couple of times this term

