***‘Which’* Questioning Strategy?** version 4 **Excellent \*\*\* good \*\* weak \* poor !!**

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| --- | --- | --- | --- | --- | --- |
| Questioning Strategy (Learners anticipate these strategies in advance) | Participation  **Rate** | Tutor’s feedback | Learner’s  feedback | Thinkingtime | Learnercomfort |
| Q&A: volunteers answer Learners volunteer to answer questions |  |  |  |  |  |
| **Q&A: nominees answer**  Learners nominated by the tutor answer questions |  |  |  |  |  |
| **Buzz groups: volunteers answer**  Learners work in small groups to answer a thought provoking question. Tutor asks each group in turn to contribute part of the answer. A volunteer answers for their group. |  |  |  |  |  |
| **Buzz groups: nominees answer**  As above, but after the discussion the tutor nominates the learners in each group who will contribute that group’s answer(s). |  |  |  |  |  |
| Assertive Questioning Groups work on a thought-provoking question. Tutor asks individuals to give their group’s answer, and then asks the rest of the class to discuss and agree a ‘class answer’. Only then does the tutor ‘give away’ the right answer. |  |  |  |  |  |
| Pair checking Tutor asks a question, then learners work alone to answer it. Pairs then compare their answers, giving their partner one good point and one way their answer could be improved while the tutor observes. The tutor then gives the correct answer. Pairs now suggest another improvement to their partner’s answer. |  |  |  |  |  |
| Participation Rate: The proportion of learners who are engaged in trying to answer the question is high. There are few ‘passengers’.  Tutor’s feedback: The tutor gets representative feedback on the quality of Learners’ reasoning and understanding in the class.  Learner’s feedback: The learners get feedback on the quality of their understanding, e.g. by discussing their understandings with others: ’dialogue’  Thinking time: A given learner is likely to spend a good deal of time thinking productively about the question, and the quality of their answer  **Learners comfort:** Learners are not ‘put on the spot’ and they are unlikely to feel humiliated by the tutor or by others in the class. | | | | | |

# *‘Which’* Questioning Strategy?

The precise questioning strategy you adopt can make a big difference to the proportion of learners who participate, both mentally and verbally, in your lessons. Here are some alternative strategies. They are evaluated overleaf against important characteristics. You can combine these strategies or develop your own.

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| Question and answer: volunteers answer Learners volunteer to answer questions posed verbally by the tutor  This is usually done with ‘hands up ’but sometimes learners call out their answer. If more than one Learner volunteers the tutor chooses who will answer. The ‘thinking time’ between asking a question and the answer being delivered is usually less than a second here. There is often low ‘participation’ rate because Learners learn that if they do not answer, they will not be asked to contribute. If some learners call out the answer they reduce the thinking time of the others. |
| **Question and Answer: nominees answer**  Learners nominated by the tutor answer questions asked by the tutor. “Pose, pause, pounce” That is the tutor poses the question, pauses for thought, and then ‘pounces’ on an individual to answer. (Optionally, the tutor can choose Learner who appear not to be attending to answer questions.) |
| **Buzz groups: volunteers answer**  Learners work in small groups, or pairs, to answer a thought-provoking question, or do a calculation or similar task. The tutor asks each group in turn to contribute part of the answer. E.g. “Can you give me one advantage of using a laser printer?….Can this group give me another?” A volunteer answers for their group. They are called ‘buzz groups’ because of the buzz of conversation created while they work. |
| **Buzz groups: nominees answer**  As immediately above, but the tutor nominates the student in each group who will contribute that group’s answer(s). The tutor only chooses which Learner will give the group’s answer after the group discussion. All members of the group are then likely to attend, and to try to understand the group’s answer, as any of them may be asked to explain it. (Optionally, the tutor can choose Learners who do not appear to be attending to explain their group’s answer.) |
| Assertive Questioning Buzz groups work on a thought-provoking question. The tutor asks individuals to give their group’s answer. These individuals are usually nominated by the tutor, but they could be volunteers from the group. The tutor gets a number of answers without giving the correct answer away. The tutor then encourages the class to discuss their various answers, and to agree, and justify a ‘class answer’. Minority views are allowed, but the aim is consensus. Only when the class has agreed its answer does the tutor ‘give away’ the right answer. (See Geoff’s separate handout or ‘Teaching Today’.) |
| Pair checking Tutor asks a question, and Learners work alone to answer it. Pairs then compare their answers and each individual says something positive about their partner’s answer and one thing that would improve it. The tutor now gives the correct answer. Pairs suggest another improvement to their partner’s answer. This can be done with pairs combining into fours to compare their answers. The tutor listens to some Learner conversations throughout. |

***‘Which’* Questioning Strategy?** version 4 **Excellent \*\*\* good \*\* weak \* poor !!**

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| Teaching Strategy Learners usually anticipate these in advance | Participation  **Rate** | Tutor’s feedback | Learners feedback | Thinkingtime | Learner comfort |
| **Mini whiteboards**  Learners have A4 whiteboards (laminated card) and dry-wipe pens.   1. The tutor asks a question, and learners write their answers. 2. The tutor waits until all or most of learners have an answer. Optionally, learners check their neighbours’ answers. 3. The tutor then asks learners to hold their answers up, all at the same time. learners then look round to see what their classmates have written. 4. The tutor surveys all the boards to see what answers were given. 5. The tutor clarifies any misunderstandings. |  |  |  |  |  |
| **Q&A nominees ‘basket ball’ version**  Tutor nominates a student, gets an answer, asks another Learners what they think of that answer, then another etc to get a number of answers. Sometimes asks ‘who agrees with that answer’ then nominates a learners to say why they agree. Sometimes asks ‘who disagrees?’, and chooses a learners to explain why. Similar to ‘Assertive questioning’ but no groups involved. |  |  |  |  |  |
| Participation Rate: The proportion of learners who are engaged in trying to answer the question is high. There are few ‘passengers’.  Tutor’s feedback: The tutor gets representative feedback on the quality of learners’ reasoning and understanding in the class.  Student’s feedback: The learners get feedback on the quality of their understanding. Ideally the learner improves their understanding as a result.  Thinking time: A given learner is likely to spend a good deal of time thinking productively about the question, and the quality of their answer  Student comfort: Learners are not ‘put on the spot’ and they are unlikely to feel humiliated by the tutor or by others in the class. | | | | | |