

POWERFUL QUESTIONING

To create a culture of active participation, students need to be active learners where there is effortful engagement in a disruption free environment.



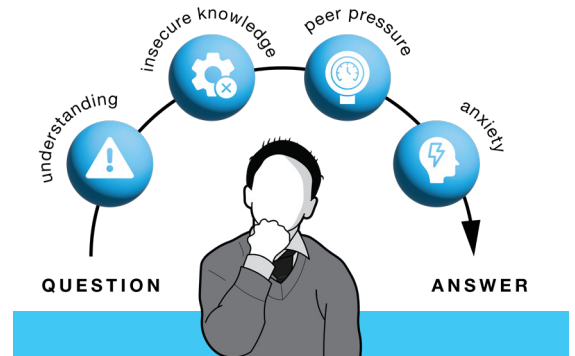
MICHAEL CHILES

“ Developing a culture where students want to ask and answer questions is not automatic and is fundamentally difficult. By rehearsing routines, we can help them move from passive to active learning and engage them in more meaningful discussions.

THE QUESTION LAG

CONSIDER HIDDEN FACTORS

Before responding to your question, students often think about hidden factors. For example, they may consider the type of response to give (short recall or extended response); how to respond based on prior knowledge or have anxiety about not knowing the answer.



STUDENTS MAY NOT ENGAGE IN QUESTIONING BECAUSE OF:

PEER PRESSURE

NATURALLY QUIET STUDENTS

Some pupils may feel uncomfortable answering questions because they are naturally quiet and do not want the spotlight on them. These students often go under the teacher's radar.

FEAR OF FAILURE

ANXIOUS STUDENTS

There may be times when some pupils have a fear of getting an answer incorrect. They actively choose not to engage in asking or answering questions. They default to, *I don't know*.

FEELING SHY

SELF-CONSCIOUS STUDENTS

Fear of embarrassment can impact the questioning process and often water down meaningful discussion. Students may be affected by external factors such as social situations.

ALREADY KNOW IT

PASSIVE STUDENTS

Some students disengage in the questioning process because they feel they already know the answer. Passively allowing others to contribute diverts attention away from them.

PEER PRESSURE

DISENGAGED STUDENTS

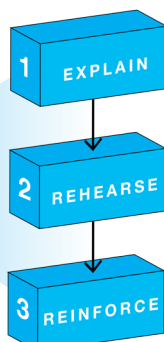
Often, students will actively avoid participating in discussion because they don't enjoy or value the subject. They put in minimum effort and are difficult to engage in questioning.

CONTEXT IS KEY

TROUBLED STUDENTS

Students may misunderstand the context of a question. The topic of discussion may recall upsetting memories making students not wanting to take part in questioning.

INCREASE PARTICIPATION



→ Clearly explain the expectations and routines for classroom talk. Set high expectations and model this to your students through the language you use.

→ Give students opportunities to rehearse your expectations. Regular verbal cues help to build routines: *Remember to track the speaker when someone is answering.*

→ Once expectations and routines are established, be consistent in reinforcement. Praise students for positive participation: *Good tracking of the speaker Tom.*