CURRICULUM, PEDAGOGY AND BEYOND









Questioning techniques Understanding factions (Level 5-8) Leonie Anstey

Essential skills for effective questioning

1. Know your intent

What: Knowledge, understanding

How: ways of knowing and communicating

Becoming: attitude and disposition development

2. Plan your response

I ask, anticipate response, then ask...

3. Stay silent and listen

If we want students to 'talk to learn'... then what they students say matters.

Questioning myths

- There are good and bad questions (there are just questions)
- Closed questions are low order thinking (know your intent)
- Only the person answering is doing the thinking (everyone should be expected to think and reason)
- Open questions slow the pace of the lesson (skills and process ensures the pace of the lesson)
- Once a student gets the answer (STOP) hold answers lightly

Questioning tool: prompt with a statement

When you multiply two numbers together the product is always larger

Start with an invitation to vote

- Always
- Sometimes
- Never
- Think, draw, write and convince yourself
- Pair, discuss and come to an agreement
- Select and prompt mathematical justification

Prompt with a misconception

Ari, Jaywen and Rupert are using pattern blocks and select the following blocks to represent one-half .

They seem confused, can they all be correct?





Questioning model (Change the purpose)

Initiate

Initiate

Respond



Respond



ELABORATE



What is the whole? What is the name or size of the parts? How many of that name or size do I have? (What makes you say that?)

Prompt using a learning task

I block	2 blocks	3 blocks	4 blocks	5 blocks	6 blocks	7 blocks

Questioning Stems: Encouraging reasoning

What is each character thinking? What would be an example that each character could answer?

What might be a difficult question for each character

Some eggs have been removed from this carton.



What fraction of the full carton of eggs has been removed?

How did you decide... What makes you think that... What would be an example of

Is there another way/reason whý...



Questioning Stems:

Encourage cognitive conflict How is the same and different to... How does ... affect ...

How is the area model the same and different to the set model?

How does changing the whole (one) affect the naming of parts?





Event App

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- Step 2: Enter Event Code: mav
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