

Day 4: Using Student Questions to Drive and Sustain Learning

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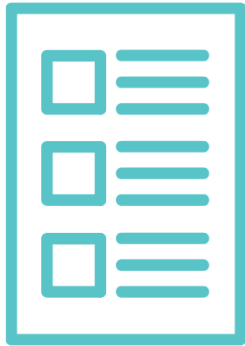
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Access Today's Materials:

<https://bit.ly/RQICHARGE>

Access RQI's Free Additional Resources

<https://rightquestion.org/education/resources>



Classroom Examples



Instructional Videos



Planning Tools & Templates

Use and Share These Resources



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Catching Up



Take a couple minutes to fill out this survey for us:

<https://pollev.com/imaanyousuf888>

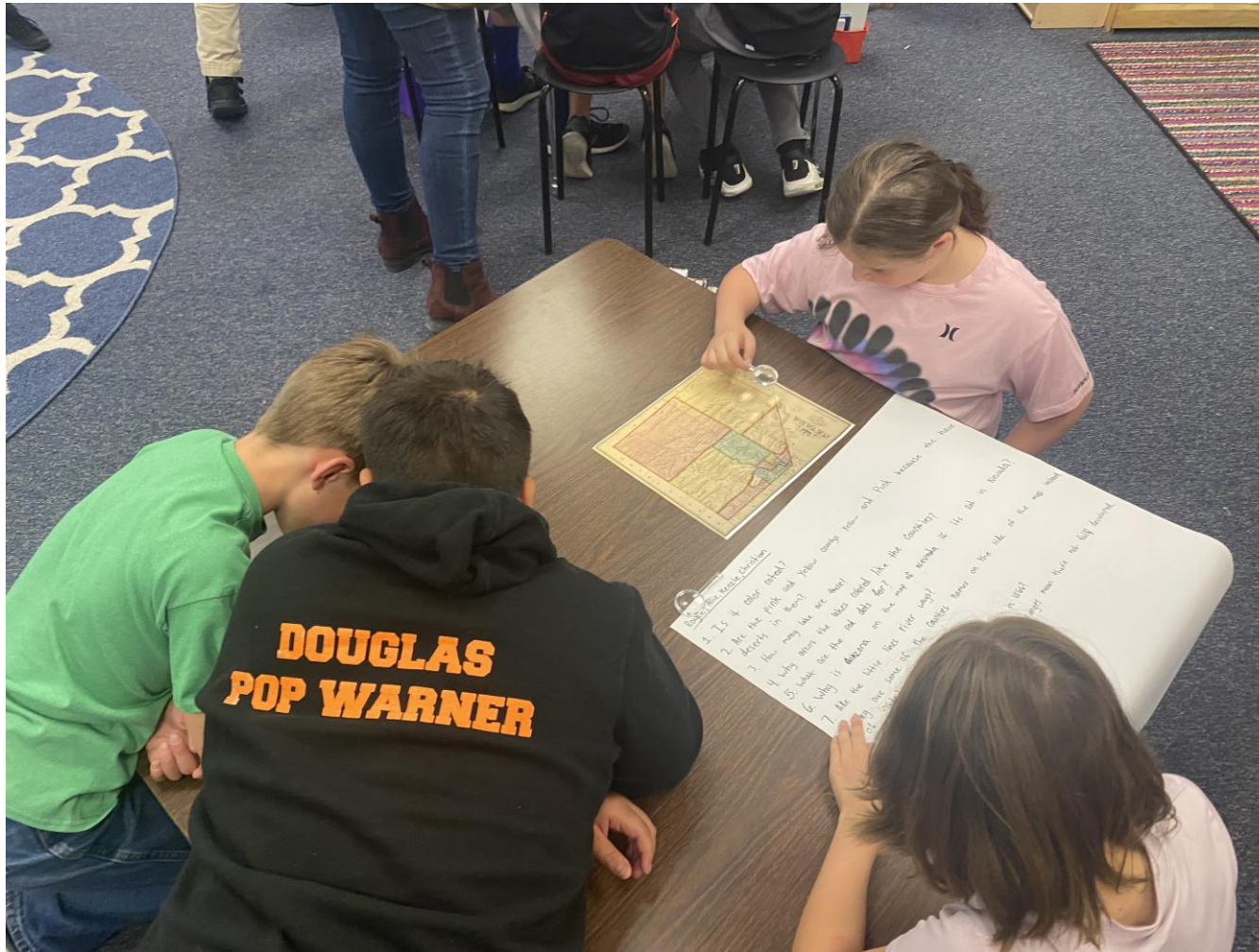
Catching Up

Date	Agenda	Homework
September 29, 2022	The Power of Question Formulation for Lifelong Learning	Complete the Qfocus design tool —ok if a bit rough! (due 11/10)
November 10, 2022	Designing for Student Questioning in the Classroom	Finish planning QFT lesson Practice facilitating the QFT (due 1/19)
January 19, 2023	Pictures of Practice	Facilitate the QFT with students in your setting at least once (due Spring 2023)
May 9, 2023	Using Student Questions to Drive and Sustain Learning	Pick one resource to review Facilitate the QFT with your students next school year!

How might you sustain a culture of curiosity that outlasts one QFT lesson?

Today's Agenda

1. Welcome Back
- 2. Review of Best Practices**
3. What's Next? Using Student Questions to Drive Learning
4. Reflect and Discuss
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6. Final Reflection



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Review: QFT Best Practices



Question Focus (QFocus) Design Tool

To complete a full Question Formulation Technique (QFT) lesson plan, visit
<http://rightquestion.org/educators/resources/>.

Lesson topic:

What do you want students to understand by the end of the lesson?

Why are you using the Question Formulation Technique in this particular lesson?

At what point in the lesson will you use the QFT? Where would it be most useful?

How will students' questions will be used?

- ☐ Pre-reading activity
- ☐ Stimulate curiosity about a topic, issue, or theme
- ☐ Guide a research paper or project
- ☐ Interview a guest speaker
- ☐ Identify and/or solve a problem
- ☐ Assessment
- ☐ Other

Tip: Occasionally, you may reevaluate next steps after seeing the questions students produce or ask students to decide on next steps they would like to take. Regardless, it is important to plan how you *might* use the questions and communicate this to students before using the QFT.



1. Identify your objectives

QFocus Design

A Question Focus (QFocus) is:

- A stimulus or prompt about which students ask questions
- A statement, phrase, primary source, visual, audio clip, statistic, etc.
- **NOT a question**

**Test a specific QFocus rather than ideas*

An Effective QFocus is:

1. Directly tied to lesson's main idea or objective
2. Simple...but not too simple
3. Interesting or provocative to students...but not biased or leading
4. **Not a question**

The 4 Facilitation Principles

1. Monitor student adherence to the process
2. Do not give examples
3. Do not get pulled into group discussion
4. Acknowledge all contributions equally

Tips for Making the QFT Work Well for All Students

<https://rightquestion.org/resources/tips-making-the-qft-work-well-for-all-students/>

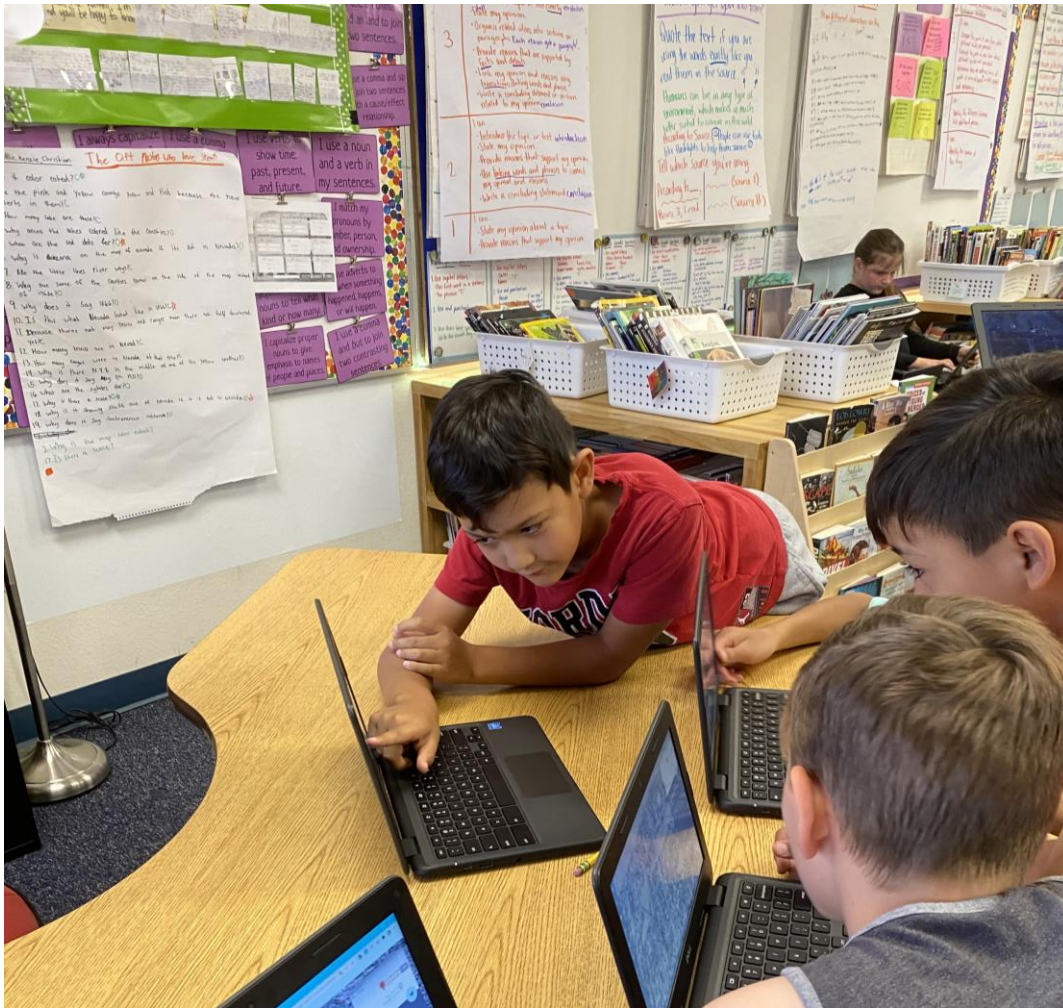
Tips for Making the QFT Work Well for All Students

Below, educators share tips, insights, and ideas for engaging *all* students in learning and using the Question Formulation Technique (QFT). Many thanks to the special education, English language learner (EL or ELL), and early elementary teachers around the United States who contributed to this document. Do you have a tip to share? Please email contact@rightquestion.org to tell us more about how you've tailored the QFT to work for all students.

Before the QFT	<p><i>Many educators find it helpful to do some pre-teaching ahead of the QFT to familiarize students with question words and structures.</i></p> <ul style="list-style-type: none">• Sharon Emmi-Iovinelli (Elmhurst, IL) recommends Flocabulary.com, a site which makes short rap videos about educational topics. This one on sentence punctuation is useful for question words.• Have students create their own anchor chart with question stems (what, why who...?) and keep adding new words that start questions as they discover them.• Nancy Cohen (Highland Park, IL) reviews question words by playing the "Carnac the Magnificent game" (based on the Johnny Carson character). Nancy gives an answer (to an unknown question) and students have to guess a question that would fit. So, if Nancy says, "it's in my pocket" students might respond, "where is the piece of the paper?" or "Do you know where the pen is?"• Before planning scaffolds and modifications, consider doing the QFT cold as a pre-assessment to get a more accurate sense of what students can do already and what they struggle with.
Designing the Question Focus	<ul style="list-style-type: none">• Sharon notes, "I've found that a statement isn't enough for ELLs to go on—I often pair an image or video with a short phrase."• Nancy frequently includes hashtags as a QFocus, for ex: #survival for a QFT on the book <i>Jaguar</i> by Roland Smith. Hashtags work well because students are already familiar with them as a format for organizing and distilling down a main idea or theme. They immediately capture attention.• Use QFoci that encourage students to investigate their own learning styles and support systems, so they can advocate for their needs. Mike Cerniglia (Ridgefield, CT) uses the QFocus "note taking."
Producing Questions and Learning the 4 Rules	<ul style="list-style-type: none">• Don't correct for grammar or spelling during the process of producing questions; if necessary, have students go back and edit the next day or as part of next steps.• Spend some extra time explicitly teaching and breaking down the 4 rules. For early learners, "do not judge or discuss" can be too vague. Brainstorm specific words or behaviors that are "judging."• To teach the 4 rules, Ashley Melville (Cobb County, GA) and first grade teachers ran a model QFT that students observed. Students analyzed how teachers "followed the rules" and noticed language and behaviors that do or do not follow the rules. (For ex. one teacher kept criticizing spelling)• Give students time to generate questions individually before sharing with a small group. Telannia Norfar (Oklahoma City, OK) "noticed that even when I grouped some ELL students together...they tended not to speak with the group. So the second time, students spent a few minutes creating questions themselves without other people. It was a much better way to generate what ELL students were thinking."• Explore online tools like Google docs; typing questions can be faster than writing for some students and saving work for later is easier and more organized.
Open vs. Closed Questions	<p>We talked to many educators who found this step challenging for their students. Many spent extra time teaching open vs. closed structures and analyzing real world examples.</p> <ul style="list-style-type: none">• Teachers in Elmhurst, IL modeled a conversation about their weekend plans using many open and closed questions; students then named the difference between the types of questions and the response that each elicited.

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Using Student Questions to Drive the Next Steps of Learning

Video: Using Student Questions to Drive Learning

<https://www.youtube.com/watch?v=2S3L1RGTWQo&t=308s>



Finding the Scale that Works for You

Start here!

5 minute
“Do Now”

50-minute
class activity

A multi-day
research
process

Large scale, weeks-
long civic action
project or PBL unit



15 minute
brainstorm
before guest
speaker
arrives

Student-
designed lab
investigation

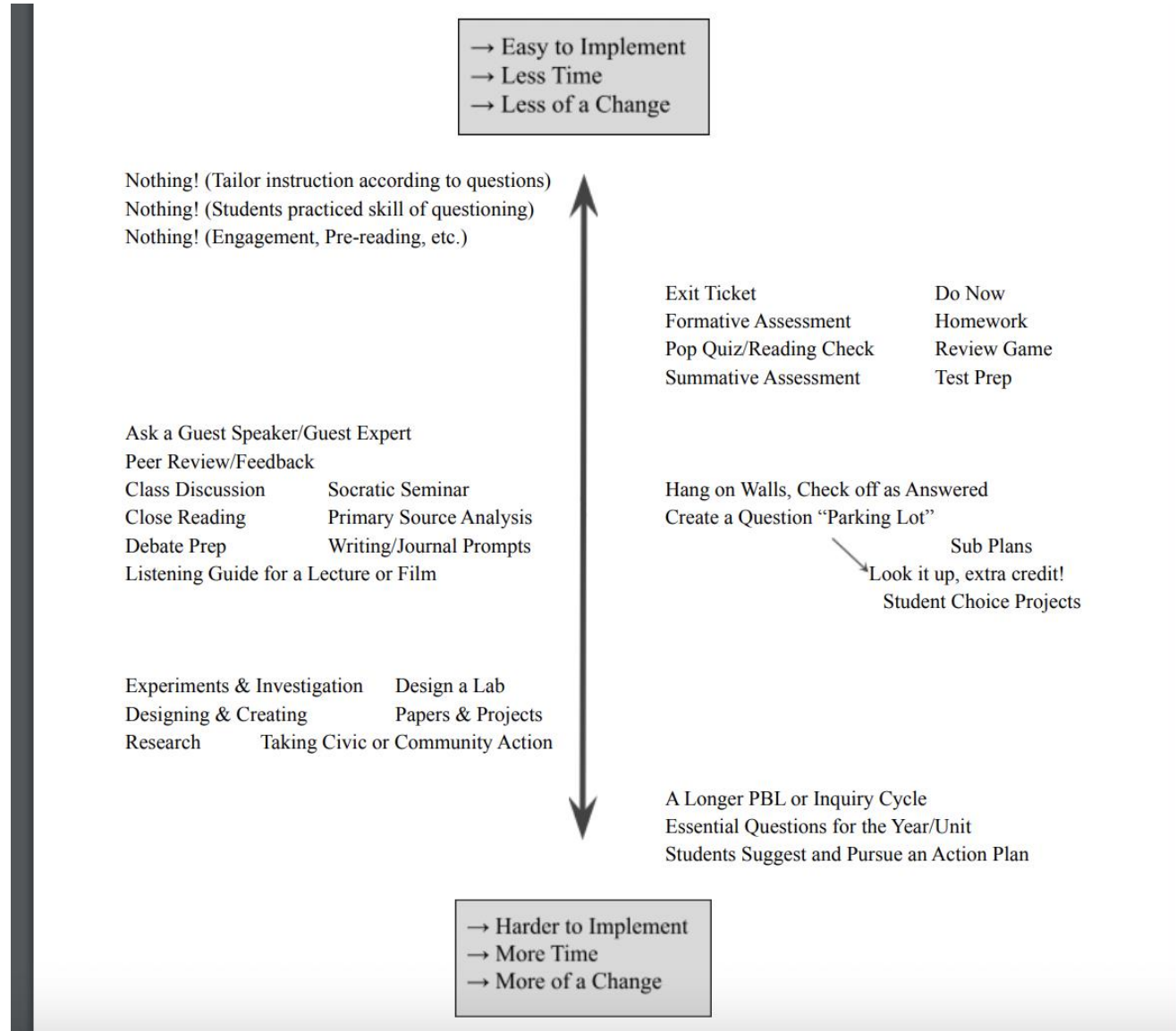
Students generate
unit-long essential
questions that are
answered over
course of unit

How to use the questions that students ask



- Where and when do you typically use questions in your teaching?
- Which of those could actually be student-written questions?
- When might student-created questions be just as (or more) effective?
- When might student-created questions be ineffective or insufficient?

Next Steps Continuum



<https://rightquestion.org/resources/next-steps-with-student-questions/>

The best laid plans...are flexible

Lesson Planning Workbook: for Using the Question Formulation Technique (QFT)

I. Identify teaching & learning goals

It is important to begin by thinking about what your students need to know, what you need to teach, and what you hope the QFT will help you achieve.

1. What is the title of the lesson?
2. Briefly describe the lesson.
3. What are your teaching objectives for the lesson? This may include standards and content.
4. At what point in the lesson will you use the QFT?
5. Why are you using the QFT in this lesson?

II. Consider how students' questions will be used

It is important to be clear about how students' questions will be used before designing the QFocus, developing prioritization instructions, and creating reflection questions. For example, questions may be used as a pre-reading activity to stimulate curiosity and thinking about a new unit. They can use their questions to gather relevant information, guide a research paper, design a laboratory experiment, or solve a problem. You may use their questions for formative assessment (eg. checking for understanding), or even as a summative assessment (e.g generating unit test questions).

1. How will students' questions be used?

Think:

Will your original plan for next steps work or did students find a new direction?

Is another round of questions needed? Another intermediate step?

Classroom Example:

11th Grade English

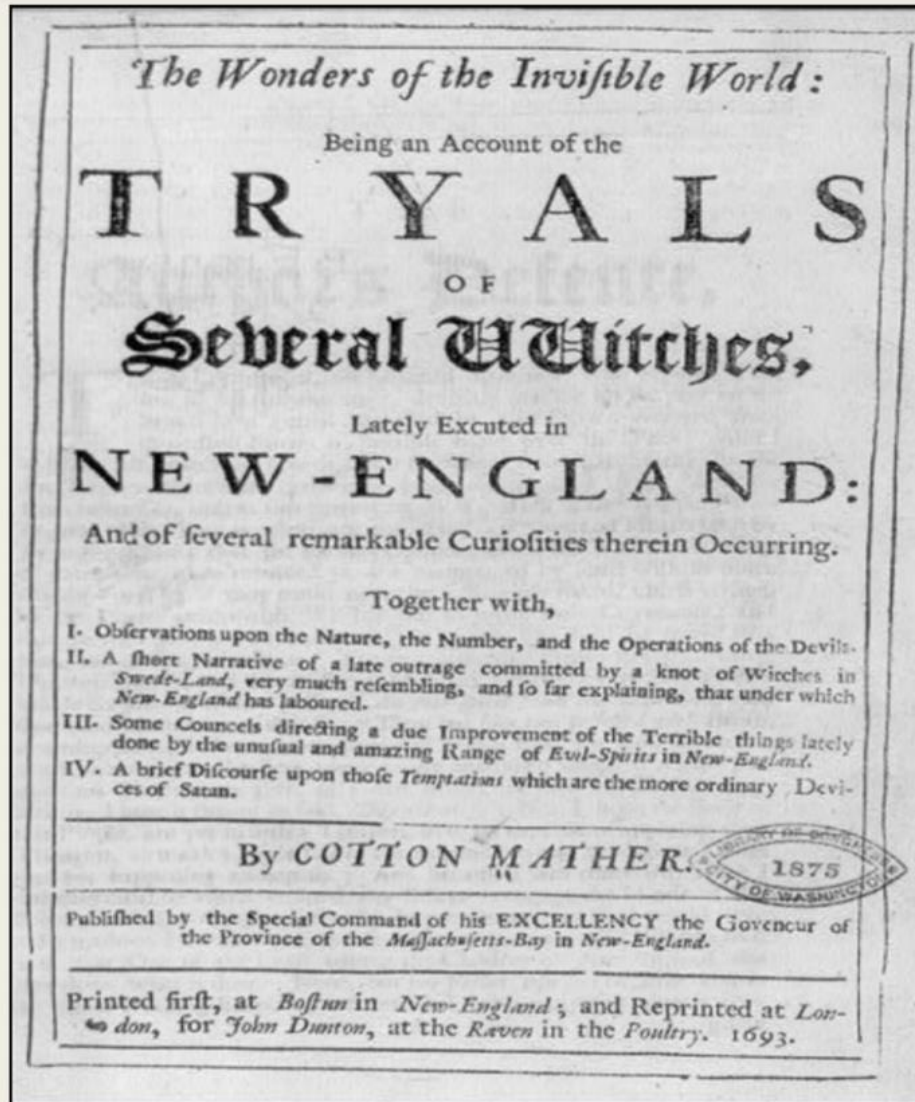
Teacher: Rebecca King, Pikeville, KY

Topic: *The Crucible* by Arthur Miller

Purpose: To help students place the work within the context of history and guide students' reading and interpretation of the play

Question Focus

<https://www.loc.gov/resource/cph.3b22753/>



Q-Focus

Cotton Mather

I cannot indeed resist the conviction that he looked upon the occurrences in the Salem trials with secret pleasure, and would have been glad to have had them repeated in Boston.

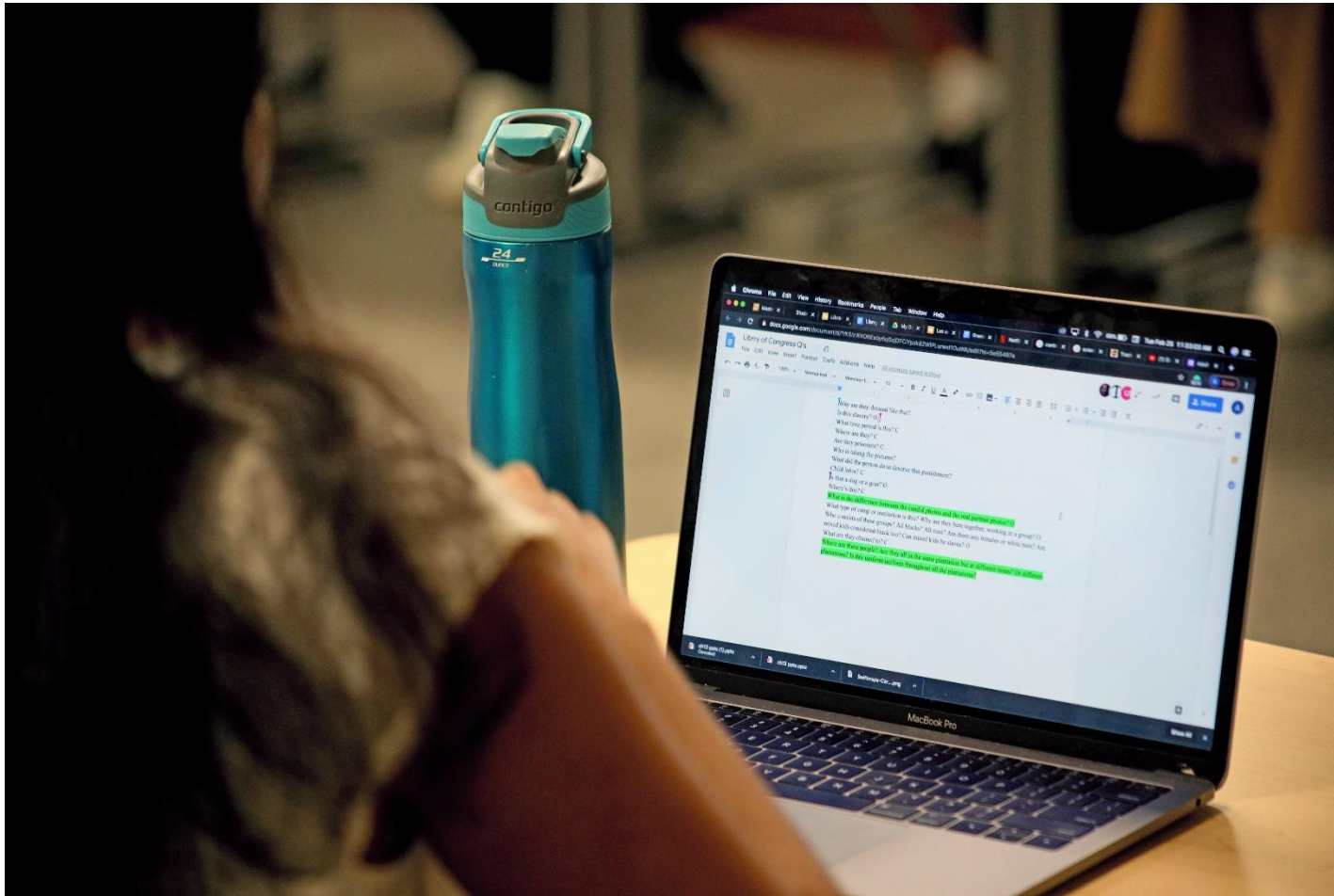
C. W. Upham

Student Questions

1. Who or what are several witches?
2. How does he want to punish them?
3. **Are they actually witches?**
4. **Why was the article posted?**
5. What is the significance of witches in Cotton's area at the time he wrote that?
6. What did a witch do to make them execute them?
7. **What happened during the Salem trials?**
8. **Who is Cotton Mather?**
9. Why is some in cursive and some in print?
10. **Why did they react in such an extreme way?**
11. How many trials were there?
12. How do you know they are actually witches?
13. What does he mean by "the more ordinary devils of Salem"?
14. Were the witches actually affecting other people?
15. What is the invisible world?
16. Why was Mather secretly pleased about the trials?
17. Why does he use different fonts throughout the intro?
18. What is the significance of the witches?
19. What did the witches do?
20. Why was it only women that were killed?

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Reflect in Breakout Rooms

Explore & Discuss an Interactive Unit Plan

<https://bit.ly/walkerplan>

- With your group, spend 5 minutes clicking through and reading Johnny Walker's unit plan
- Discuss the following:
 - How is Walker using student questions throughout his unit?
 - What are you learning about how you might use student questions?
 - What questions does this raise for you?

Take notes on your discussion in a Google doc and pick a reporter

Debrief How the QFT Went for You

1. Others identify strengths and opportunities in your students' work that you might not have noticed
2. You have a couple ideas for what you might do with students' questions either this time or in the future

Take notes on your discussion in a Google doc and pick a reporter

Share Out

Please share in the chat box now:

- An idea you appreciate from a colleague in your group
- A question your group had

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Quick Write

What do students need in order to ask questions?



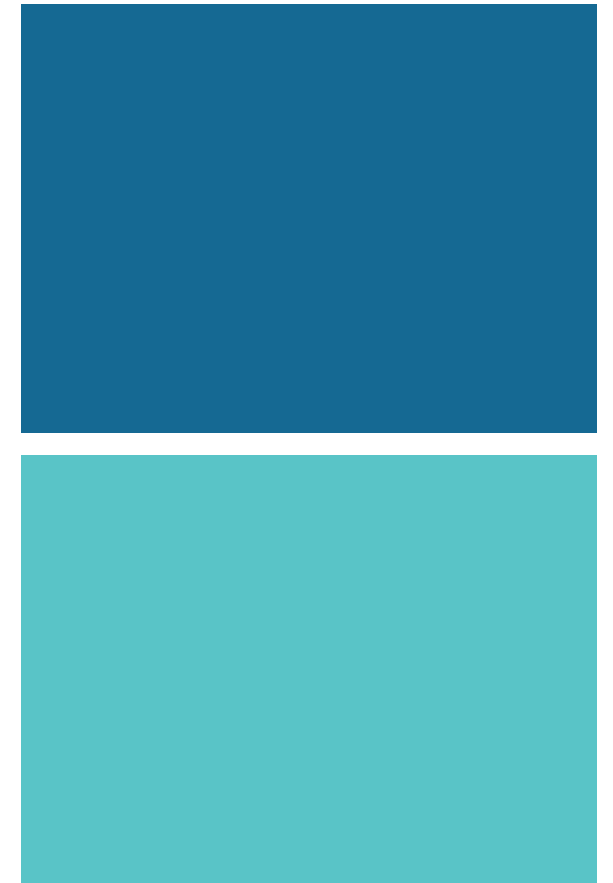
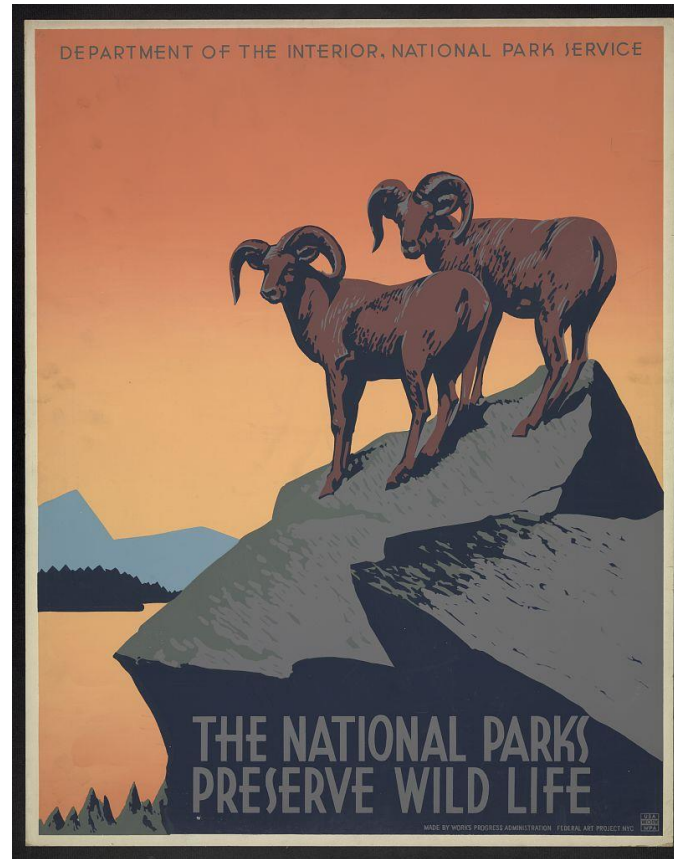
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The Myth and Mythology of 'Good Questions'

“How old is Huck Finn?”



“Good” questions don’t exist in
a vacuum



+ Exploring Questions “in the Wild”

Asking Geo-Inquiry Questions

“Sala wanted to know: Is there any healthy ocean left? The Pristine Seas project would seek to answer this question.

This initial question led to more: What is a healthy ocean? Where are the last wild places in the ocean? What does a complete, undamaged marine ecosystem look like? What are the key threats to these areas, and how can they be addressed? Who controls these pristine waters, and how can those leaders be convinced that the waters are worth protecting?”



Excerpt from “In Search of a Healthy Ecosystem” a profile of marine ecologist Enric Sala for National Geographic education.

CAN YOU GUESS THE MOST COMMON GOOGLE SEARCH QUESTIONS IN 2020



TOP 10 UK SEARCH QUESTIONS

Who won the election

Where does vanilla flavouring come from

How many cases of coronavirus in UK

What is VE day

How did coronavirus start

When will lockdown end

How to make a face mask

How to make hand sanitizer

How many people have died from coronavirus

What time is Boris Johnson's speech today



Menu

BOSTON
MEDICAL



MyChart

In the past 12 months, did the food you bought just didn't last and you didn't have money to get more?

Often true

Sometimes true

Never true

Within the last 12 months, were you worried whether your food would run out before you got money to buy more?

Often true

Sometimes true

Never true

Do you have trouble paying for medications?

Yes

No

Do you have trouble getting transportation to medical appointments?

Yes

No

Do you have trouble paying your heating bill and/or electricity bill?

Yes

No

Do you have trouble taking care of a child, family member or friend who depends on you?

Yes

No

Do you have trouble with day-to-day activities such as bathing, preparing meals, shopping, managing finances, etc?

Yes

No

“Questions in the Wild” Debrief

- What did you learn?
- How could you use what you learned?

How do you get students to ask “better” questions without preventing them from asking any?

Importance of Neutral Questioning Language

Thick and Thin Questions



Cheeseburger
with
Everything

Answers can't only
be found in the text

Usually detailed

Can involve opinion

Can have more than
one answer or
different answers

There may not be a
"right" answer



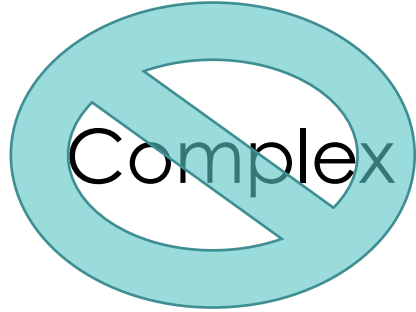
Plain
Cheeseburger

Have answers that
can be found
directly in the text

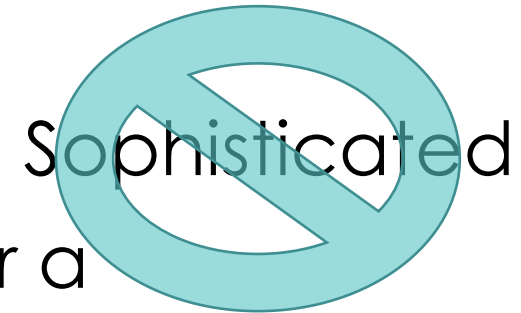
Not many details

There is one correct
answer

Neutral Questioning Vocabulary

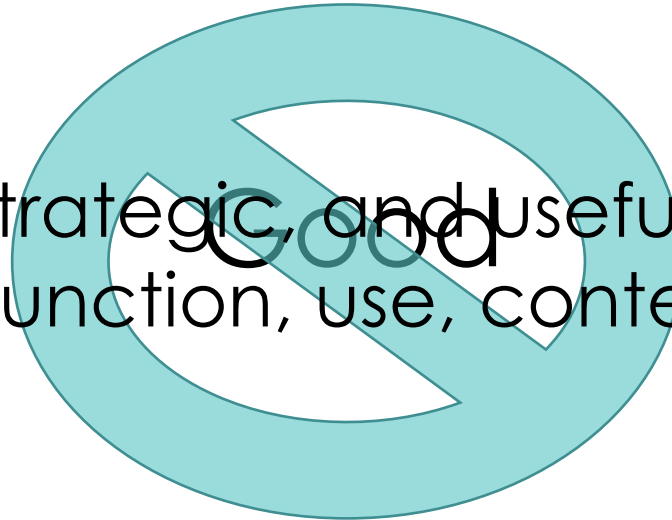


Complex

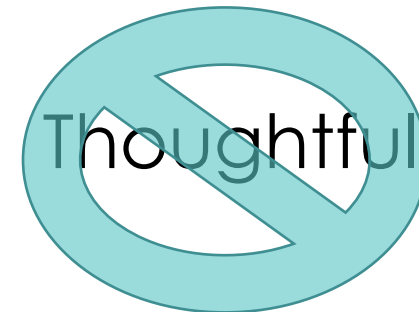


Sophisticated

Effective, strategic, and useful for a particular function, use, context



Good



Thoughtful

Reflect

- What do students need to ask questions?
- What do YOU need to sustain a culture of curiosity?
- How has your thinking changed about “good” questions?

<https://pollev.com/imaanyousuf888>

What is one takeaway or “ah-ha”
from the past 4 workshops?

Final Reflection

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<https://bit.ly/RQICHARGE>

Access Today's Materials:

- [QFocus Design Tool](#)
- [Tips for Making the QFT Work Well for All Students](#)
- [Using Student Questions to Drive Learning \(video\)](#)
- [Next Steps Continuum](#)
- [Johnny Walker's Interactive Unit Plan](#)
- [Johnny Walker's classroom video](#)
- [Alyssa Park's classroom video](#)

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