

# Day 4: Using Student Questions to Drive and Sustain Learning

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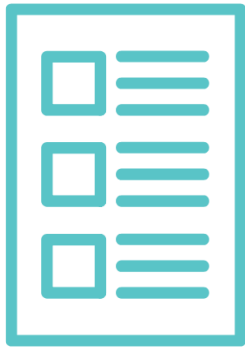
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<https://bit.ly/RQIHERO>

# Access RQI's Free Additional Resources

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



**Classroom Examples**



**Instructional Videos**



**Planning Tools & Templates**

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# Catching Up

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

<https://pollev.com/imaanyousuf888>

# Catching Up

Date	Agenda	Homework
November 9, 2022	The Power of Question Formulation for Lifelong Learning	Complete <a href="#">the Qfocus design tool</a> —ok if a bit rough! (due 1/26)
January 26, 2023	Designing for Student Questioning in the Classroom	Finish planning QFT lesson Practice facilitating the QFT (due 3/2)
March 2, 2023	Pictures of Practice	Facilitate the QFT with students in your setting at least once (due Spring 2023)
May 11, 2023	Using Student Questions to Drive and Sustain Learning	<b>Pick one resource to review</b> <b>Facilitate the QFT with your students next school year!</b>

What's next? How might we create a culture of curiosity that outlasts one QFT lesson?

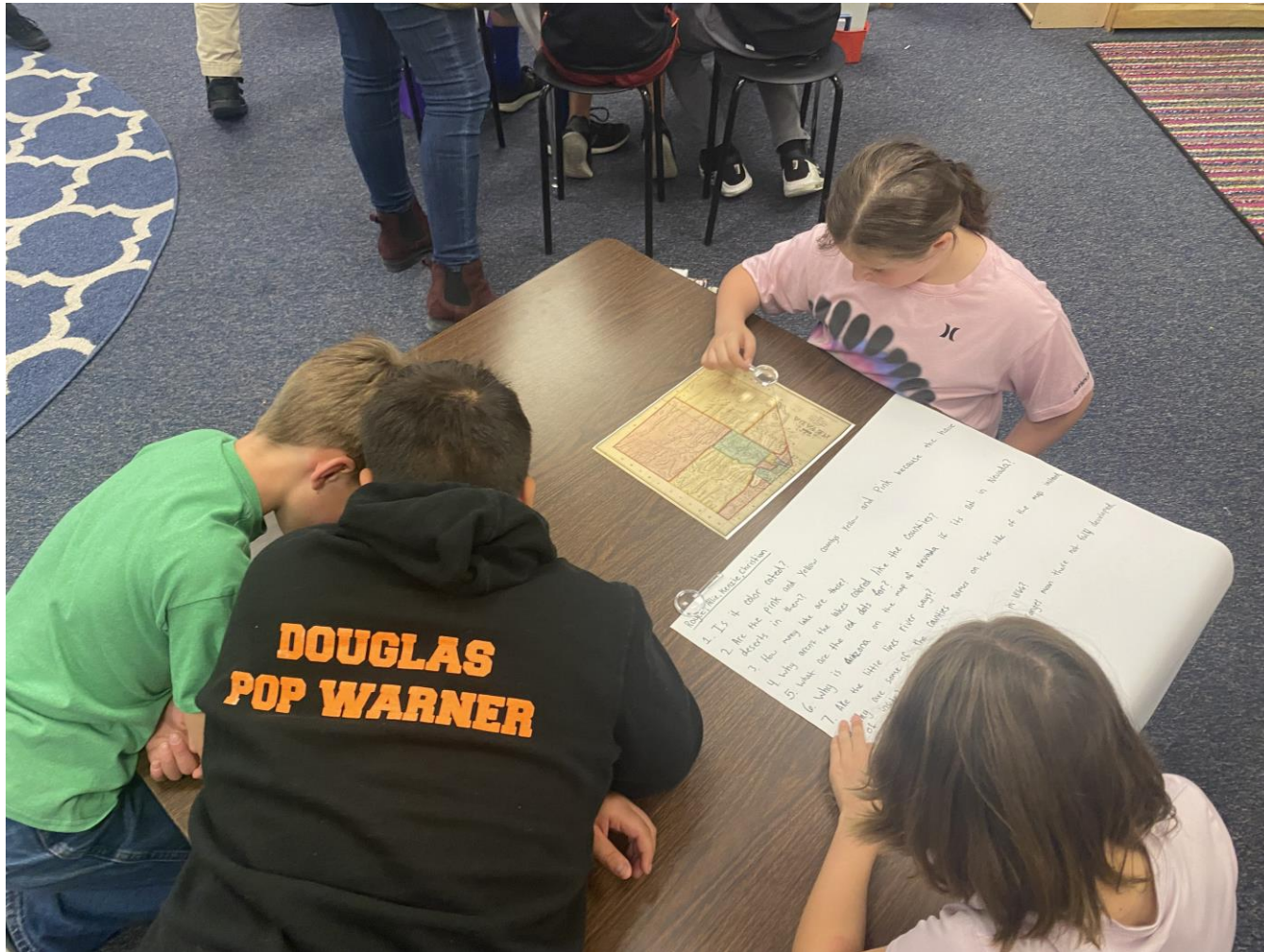
1. Refine Your QFT Design Skills
  2. Use Student Questions
  3. Experiment with Time, Pacing, and Frequency
  4. Reflect on Assumptions About Questions
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# Today's Agenda

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1. Welcome Back
2. What's Next? Using Student Questions to Drive Learning
  1. **Refine Your QFT Design Skills**
  2. Using Student Questions
  3. Reflect and Discuss in Breakout Rooms
  4. Experiment with Time, Pacing, and Frequency
  5. Reflect On Assumptions About "Good" Questions
3. Final Reflection

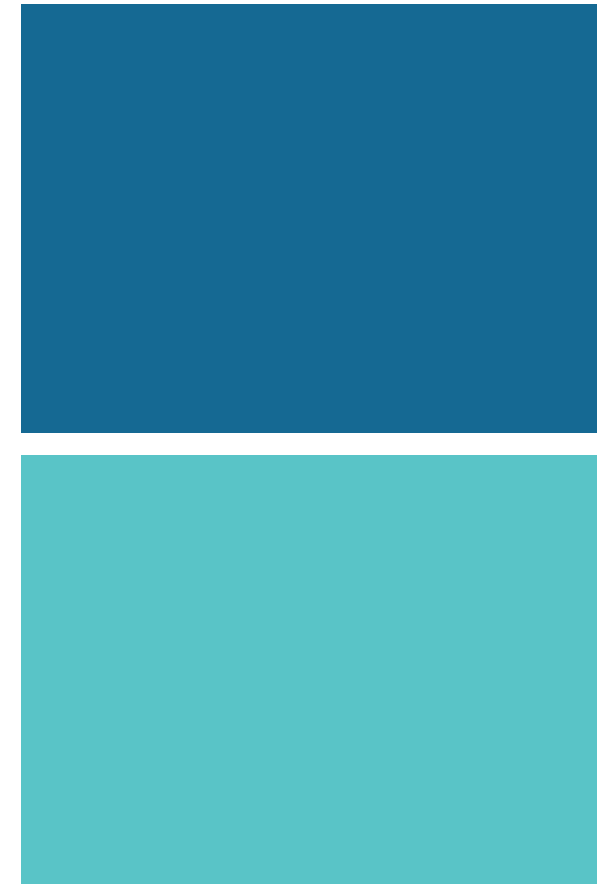




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# Review: QFT Best Practices

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### 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.



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# 1. Identify your objectives

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# QFocus Design

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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:

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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**

# 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

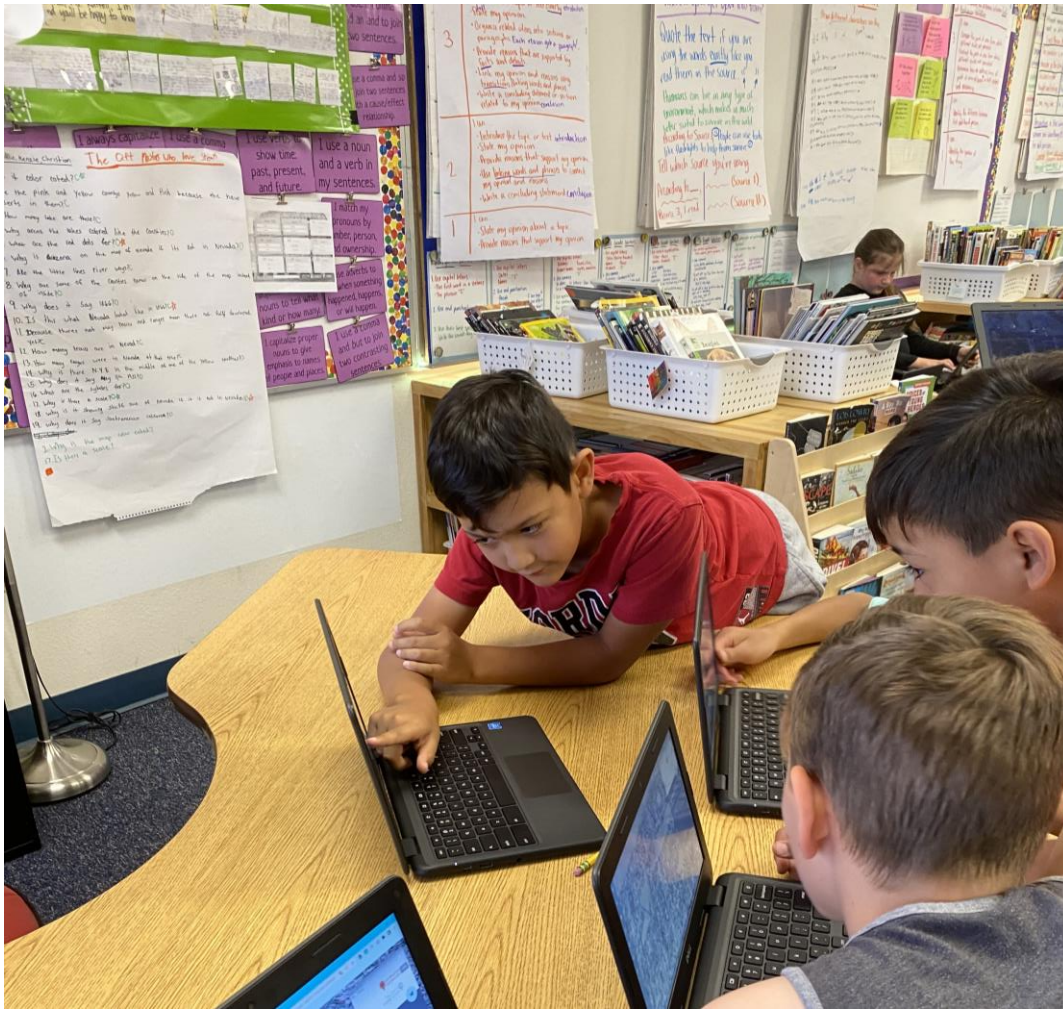
Below, educators share tips, insights, and ideas for engaging *all* students in learning and using the Question Formulation Technique (QFT). Many thanks to the special education, English language learner (EL or ELL), and early elementary teachers around the United States who contributed to this document.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

<b>Before the QFT</b>	<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"> <li>• Sharon Emmi-Iovinelli (Elmhurst, IL) recommends <a href="http://Flocabulary.com">Flocabulary.com</a>, a site which makes short rap videos about educational topics. <a href="#">This one</a> on sentence punctuation is useful for question words.</li> <li>• 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.</li> <li>• 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?"</li> <li>• 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.</li> </ul>
<b>Designing the Question Focus</b>	<ul style="list-style-type: none"> <li>• 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."</li> <li>• 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.</li> <li>• 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."</li> </ul>
<b>Producing Questions and Learning the 4 Rules</b>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• 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."</li> <li>• 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)</li> <li>• 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."</li> <li>• 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.</li> </ul>
<b>Open vs. Closed Questions</b>	<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"> <li>• 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.</li> </ul>

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  1. Refine Your QFT Design Skills
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# Using Student Questions to Drive the Next Steps of Learning

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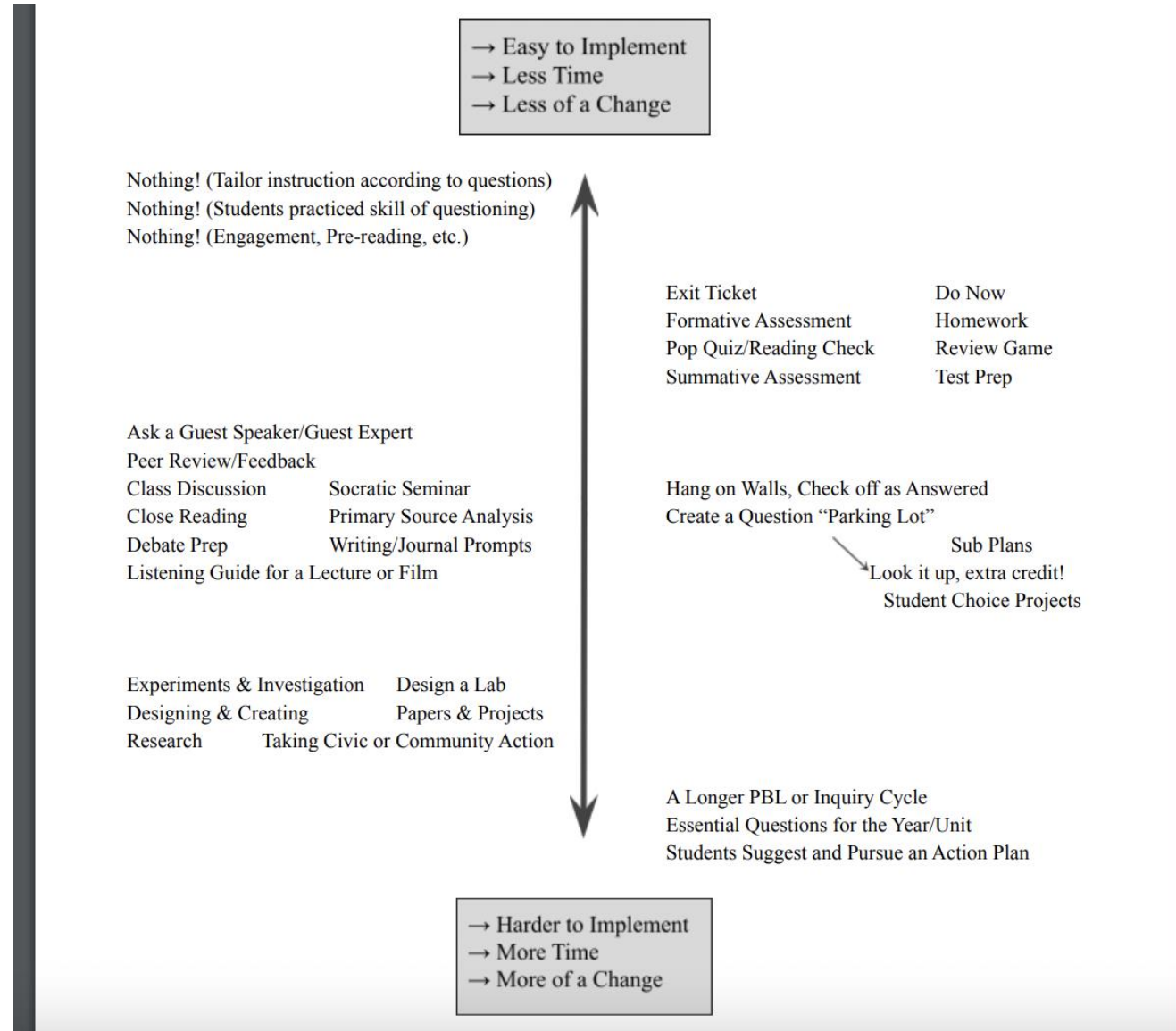
# Video: Using Student Questions to Drive Learning

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

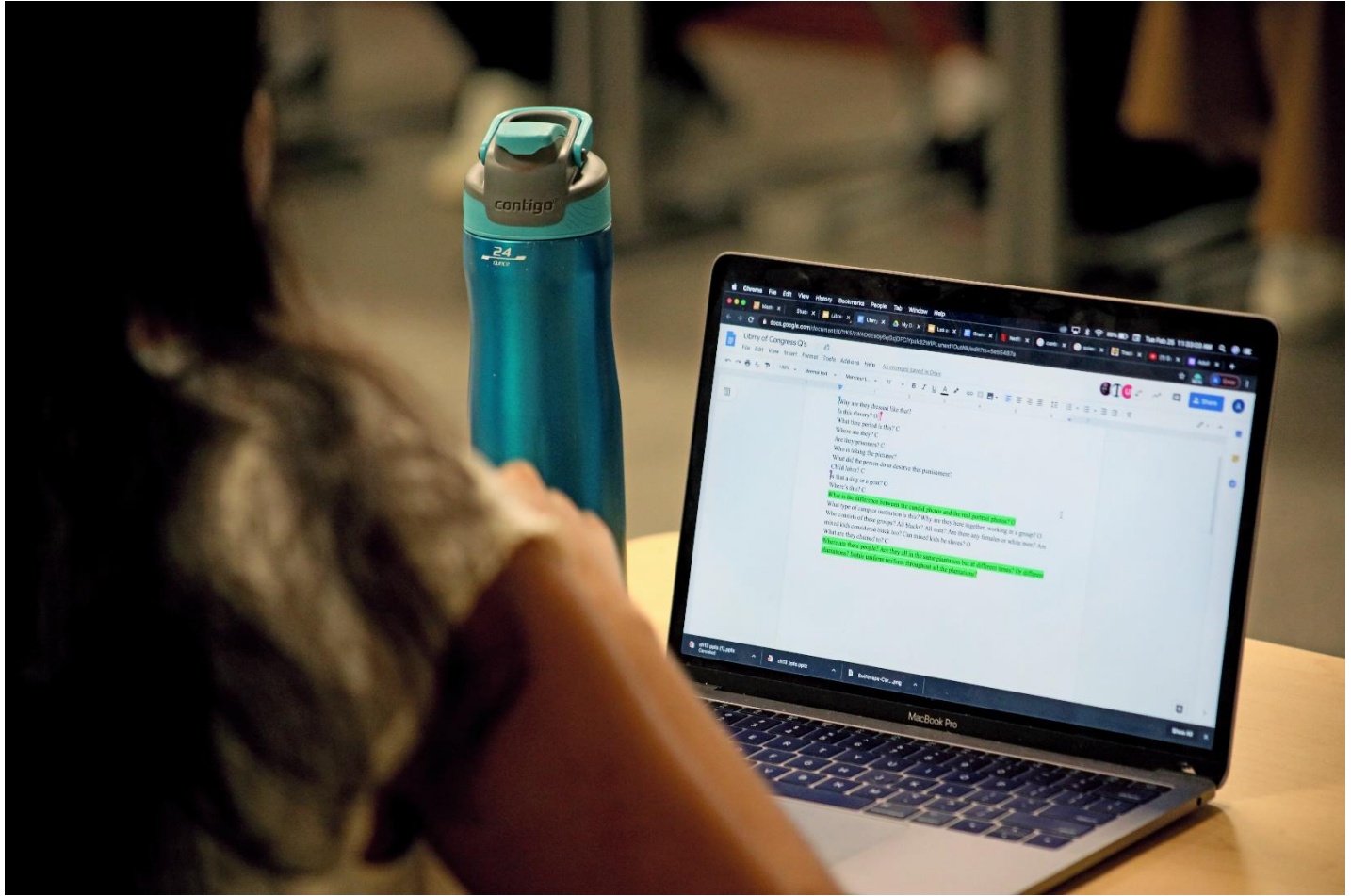




# Next Steps Continuum



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



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# Reflect in Breakout Rooms

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# Reflect and Discuss

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## **Directions:**

1. Those in the group who facilitated the QFT: share how it went including any specific successes or challenges.
2. What are your takeaways from the [video](#) and the Next Steps Continuum document (<https://bit.ly/nextstepsQFT>)? Brainstorm ideas for what you might do with students' questions either this time or in the future.
3. What questions does this discussion raise for you?

***Take notes on your discussion in a Google doc and pick a reporter who can share out.***

# Share Out

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Please share in the chat box now:

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

# The best laid plans...are flexible

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

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### 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: 6th Grade

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**Topic:** The first few days of middle school

**Objective:** Engage students in a class discussion about the transition to middle school

# Question Focus:



Context: 6th Grade. The teacher designed this QFocus to elicit questions students might have related to their first few days of middle school. (the image is the exterior of their middle school building)

## Student Questions:

1. Why does it look so old?
2. Why does the school have a Fallout Zone?
3. Why is there a flag hanging upside down?
4. How old is the building?
5. Why are the classrooms numbered?
6. How many acres does it take up?
7. Why are there so many windows?
8. Why is there 4 big pillars at the front?
9. What is the big tower at the top?
10. Why are we being fit into one building?
11. When was the school made?
12. How much money did it cost to build it?
13. Why does it look like so many parts put together?
14. What is that white thing on top?
15. Why does it have 2 chimneys?
16. What is the point of lockers?
17. Who was the first principal?
18. Who is the boss of the superintendents?

# Next Steps with Student Questions

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- Students interviewed the principal and researched on the school and district websites
- Students created pamphlets to answer questions about their new environment



# Today's Agenda

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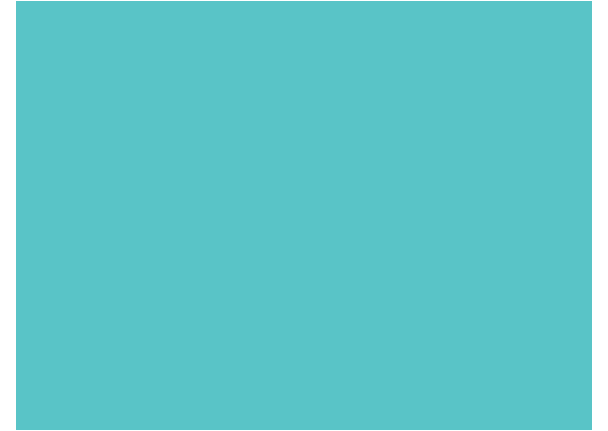
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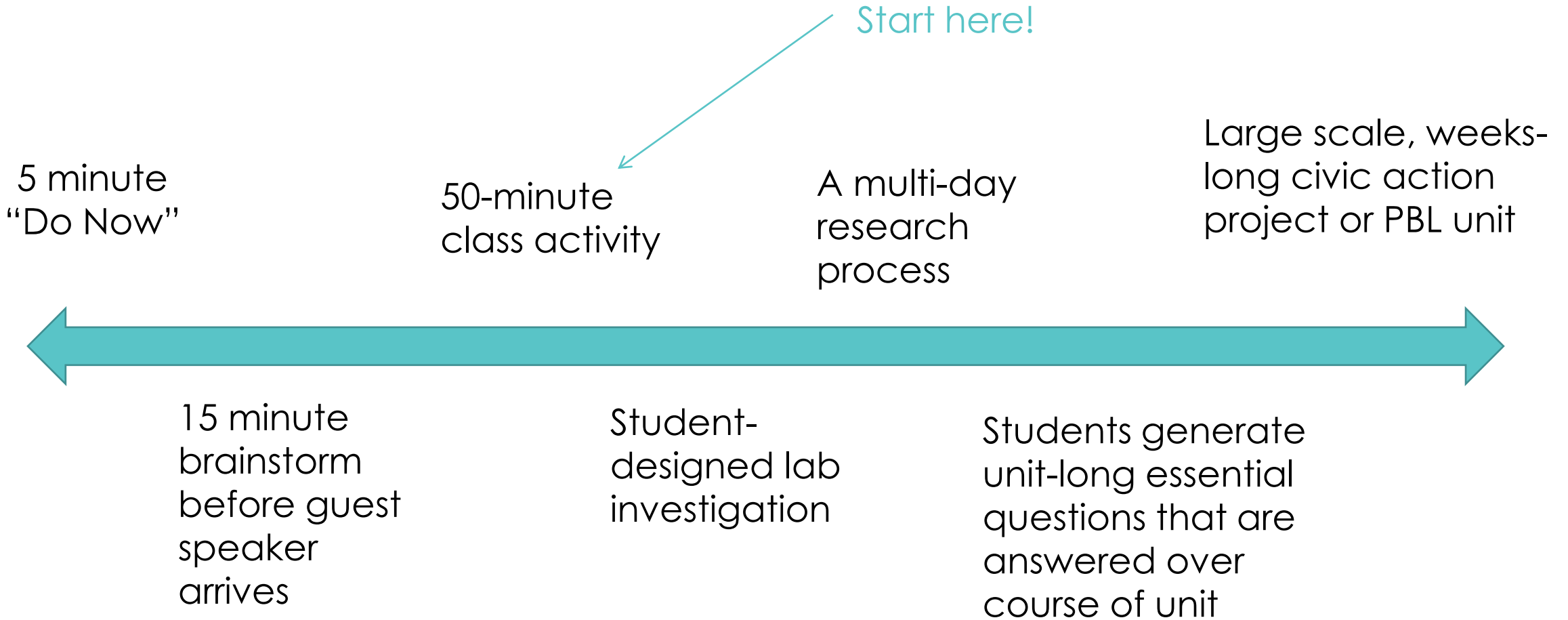
# Experiment with Time & Frequency

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# Finding the Scale that Works for You

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# What are some other places to integrate student questioning into your classroom?

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- 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?

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# The Mythology of 'Good Questions'

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# Quick Write

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Write your own definition of a “good question.”

You might consider:

- “good questions” in your content area vs. another
- If you can name specific, concrete criteria
- What is *not* a “good question”?

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“How old is Huck Finn?”

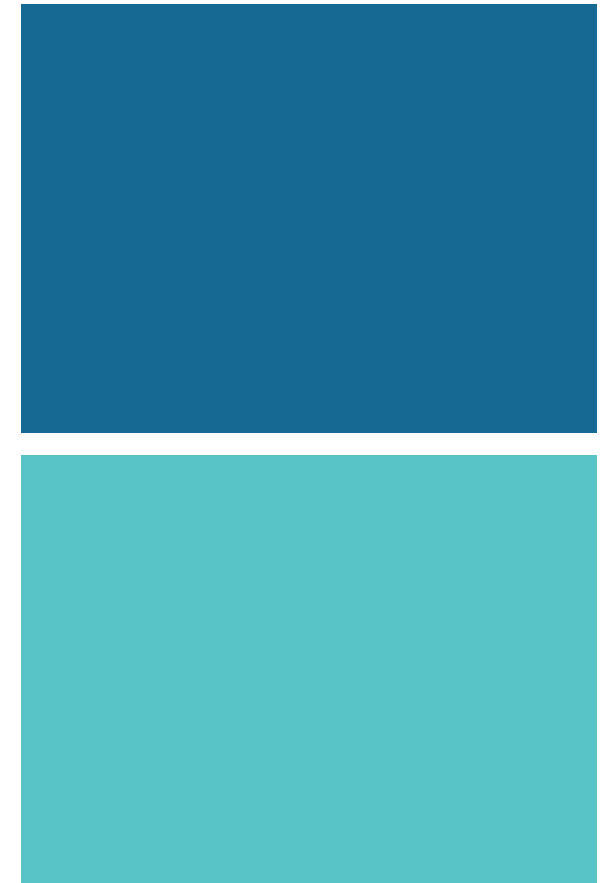
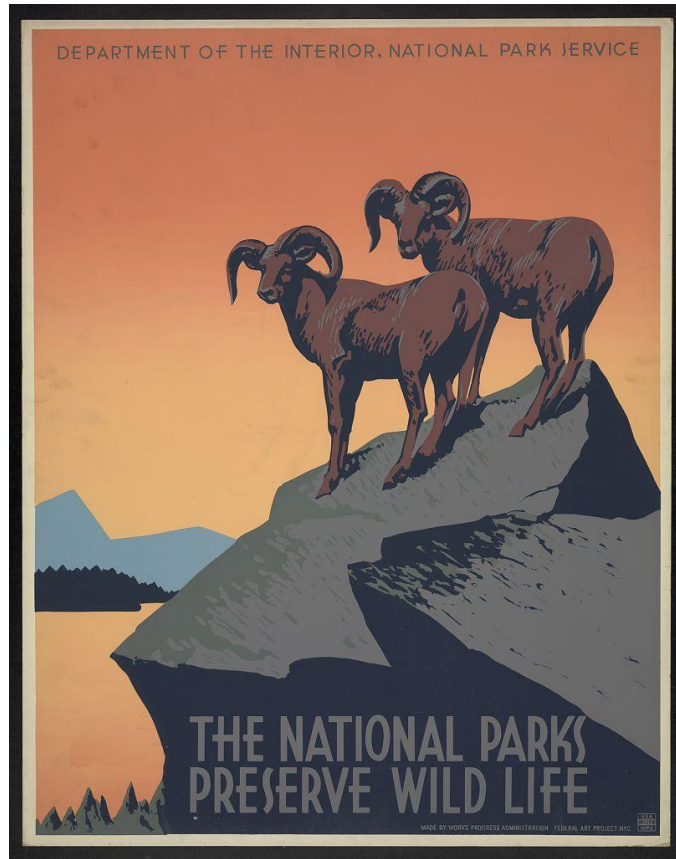




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“Good” questions don’t exist in  
a vacuum

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+ Exploring Questions “in the Wild”

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# Asking Geo-Inquiry Questions

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“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



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

# Use Neutral Words to Describe Questions

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~~Complex~~

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

~~Good~~

~~Sophisticated~~

~~Thoughtful~~

# The 4 Facilitation Principles

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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

# Reflect

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- How has your thinking about “good” questions changed?



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

Final Reflection

# Access Today's Materials:

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<https://bit.ly/RQIHERO>

# Access Today's Materials:

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- [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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