



The power of questions

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Why asking questions?



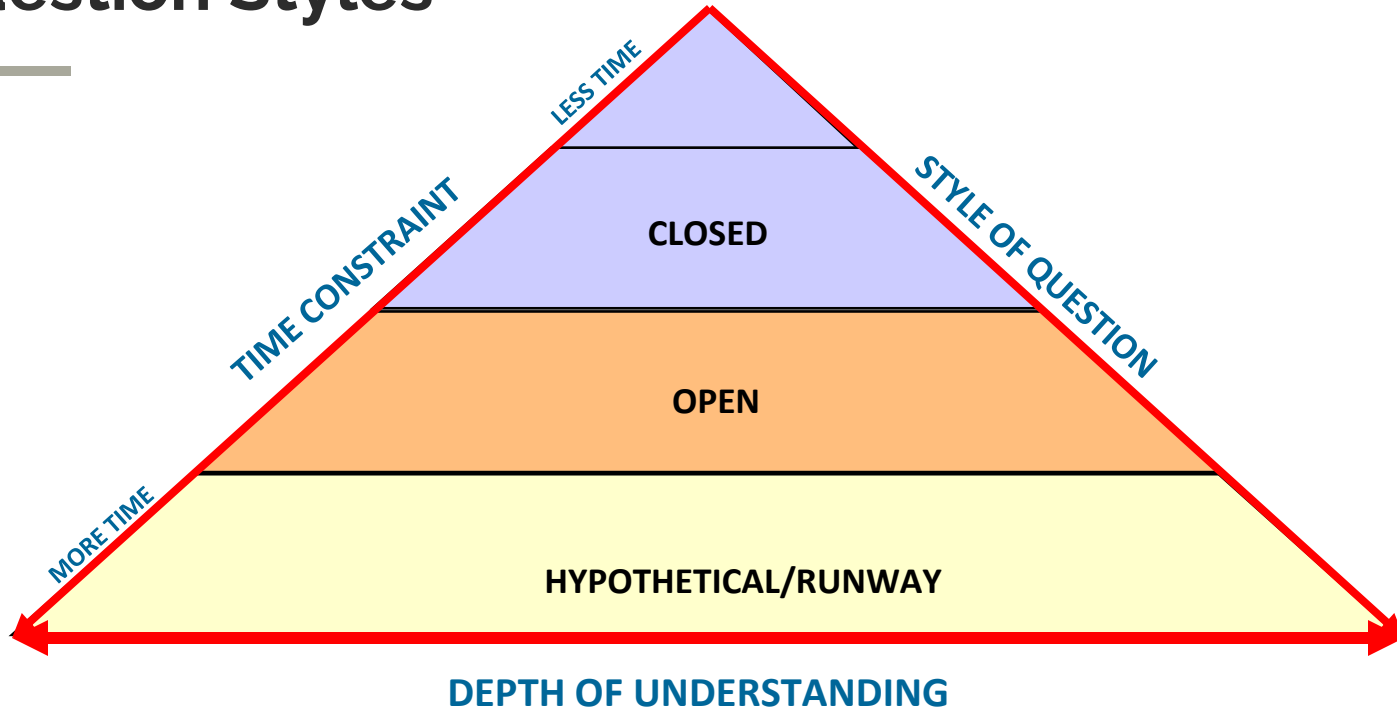
Why asking questions?

- Questions hold the power to:
 - cause us to think
 - foster us to create answers we believe in
 - motivate us to act on their ideas
- Asking moves us beyond passive acceptance of what other say, or staying stuck in present circumstances, to applying our creative ability to the problem

Question styles

- **Closed** - Did you pass?
- **Open** - How did you do?
- **Hypothetical/Runway** - If this scenario... was created in the next exam how do you think you might deal with it?
What do you do if you are at the exam and ... happens?

Question Styles



Activity

1. Choose a topic below and for that topic, develop a question for each styles.
2. Then ask each other the questions and take note of the depth of thought required and depth of the response.

Topics:

- Ask about the last lesson that they delivered
- Ask about the last time they had a success in their education institution
- Ask for their thoughts on how they feel about working as education staff



Debriefing

- How did you do?
- What style of question is/are likely to be most effective in the environment of education?

Activity: guess who

A volunteer pretend to be someone else famous (e.g. an artist, a scientist, a sportsperson...).

The group asks them questions to find out who they are.

The volunteer does not have to answer any open or closed questions, only answering hypothetical questions.

The group can do maximum 5 strike (a strike is when someone asks a closed/open question or guesses it wrong)



3 elements of learning-focused questions

- **Invitation** to engage and think
- **Content** to think about
- **Cognitive** focus for thinking and elaborating

“As you reflect on this unit, what are some ways you might assess students on their understanding of the concepts and terms?”

“Thinking of the different activities that we’ve done together this afternoon how you could benefit from them?”

Elements of the invitation...

- Attending Fully
- Approachable voice
- Exploratory language
- Positive Presuppositions
- *Non-Dichotomous forms*

Restate the questions

- Did you think cooperative learning was the best strategy for this lesson?
- Did you like the book?
- Will you prepare for the test?
- Did you think you study in the correct way?
- What do you want to do after school?

Restate the questions

- In considering multiple instructional strategies, how did you decide cooperative learning was best for this lesson?
- Analysing the book you've read which were the events/chapters/characters that interested/surprised you the most?
- Regarding the upcoming test, which could be some the actions that you could do to get prepare and which could be the first step?
- Focusing on how you studied for this exam, which were the steps that you followed and there was anything that you could have made in a different way that would have helped you in performing better?
- Considering your interests and what you like the most which are the activities that would do after school that help you to be happier and more relaxed?

Presupposition

- Presuppositions are the hidden meanings in sentences, phrases, or individual words that work covertly or indirectly (Churches & West-Burnham, 2008).
- Presuppositions are hidden messages in language that impact motivation, confidence, and action. They are assumptions about human behaviour, experience, communication or potential that engage emotions and influence behaviour (Love, 1998).

Negative Presuppositions

“Maybe you could try one new thing with your class”

- Statement contains many negative presuppositions in addition to the meaning of the actual words being spoken.
- In addition to the words, this sentence suggests many limiting things.
 - “Maybe” suggests that the teacher may not try.
 - “Could try” suggests that there is a good chance of failing.
 - “One new thing” suggests that the teacher doesn’t try many new things.

Adding Positive Presupposition

- Negative Presupposition
 - “Maybe you could try one new thing with your class”
- Positive Presupposition
 - “Of the many new things you are considering, which one will you implement first because you are familiar with the needs of your class?”

Adding Positive Presupposition

“Of the many new things you are considering, which one will you implement first because you are familiar with the needs of your class?”

- “Of the many things you are considering” - you consider many things; you think about things in advance.
- “which one will you implement first?” - you have a choice; you will use others later; you get to choose.
- “because you are familiar with the needs of your class” - you are competent; you understand the needs of your class.

Adding Positive Presupposition

- You shall prepare more engaging materials
- Maybe you should first understand the needs of your students
- You shall study better next time
- Haven't you thought how to assess the students?!?
- You could have used a better educational strategy



Adding Positive Presupposition

- Thinking about the many materials to involving students more that you've used, which one would you apply next time?
- When you think about your students' needs, what strategies might be most appropriate?
- As you examine how you've prepared for this exam and for past exams in which you've succeeded, what are some of your findings?
- Thinking about how to monitor student learning, what are some indicators of success you've used in the past?
- Considering the different educational strategies you're familiar with, how did you decide that this was best for this lesson and which other options could you choose next time?



Asking coaching questions

- Asking coaching questions – rather than telling – is the best way to mentally engage your coachee.
- Asking coaching questions therefore becomes your most important means of communication

Asking coaching questions

Effective questioning can be broken down into two parts:

- Asking the right coaching questions
- Asking coaching questions in the right order.

Asking coaching questions

- G** Goal setting: define the short- and long-term goals
- R** Reality: explore the current situation
- O** Options: identify and evaluate different action strategies
- W** Will: what will you do by when?

Example;

“What are some of the different ways you can achieve your aim and get around some of the hurdles?”

Activity: asking GROW questions

In pairs, taking turns, aim to learn as much as possible about the other person's feelings towards their own teaching and coaching skills etc. Try using the GROW model where possible.

You each have 5 minutes to prepare

You each have 5 + 5 minutes each to ask questions

You each have 5 minutes after the questioning to take down notes

