Chapter 6 Notes

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| **Heading** | **Important Info** | **Personal Reaction** |
| Why Ask? Questioning Strategies in the Classroom | Questions help the teacher assess whether students understand the text. In most situations, teachers use the IRE questioning format. This style limits response and dictates only one correct response. | All throughout my education, this is how my teachers asked questions. Not until I entered college and going through the education program that I have learned that there is multiple ways to ask questions and it doesn’t always come from the teacher. |
| The Benefits for English Language Learners | IRE questioning is not beneficial to an ESL student. Too often they allow the other students to answer. Proper questioning and wait time will allow ESL students to develop their skills in listening, speaking and thinking in English. | Too often this happens because ESL students are afraid to answer wrong. By asking questions correctly you can encourage ESL students to answer. |
| Creating Quality Questions | Ask rhetorical questions. This causes the student to think critically, and students must understand, and be able to evaluate, the arguments being used. Teachers should not only ask probing questions, but state why they are asking them. | Questions need to be more than yes or no types. Deeper, scaffolded questions cause the student to dig into their knowledge and respond in a way that shows they understand what they are learning. Teachers shouldn’t just ask questions to fill time; they need to have a purpose. |
| “Higher-Order” Questions | Bloom’s Taxonomy   1. Knowledge- state facts, terms, and definitions 2. Comprehension- change the information to compare to another form. 3. Application- solve a new problem using information. 4. Analysis- identifies components and infers causes and motives. 5. Synthesis- create a new product using information in a novel way. 6. Evaluation- make judgments and defend opinions. | I love this approach. It causes the student to think deeper. These are not surface questions. Students have to give basis and support their answer with fact. |
| Effective Questioning Techniques | 1. Prepare the question 2. Present the question 3. Prompt student responses 4. Process student responses 5. Reflect on questioning practice | How and why you ask a question can effect a student in how they respond and if they will respond. |
| Questioning the author | This strategy allows for the students to think outside the text. Builds comprehension and involvement of the text so that the students engage in what they are reading. | I had never heard of this process before. I always was taught that the author knows best because they were published. It had to be somewhat true. |
| Questioning the Author in English | The example given is questioning Poe as the author and speaker. Asking questions such as, What did he mean by this? Was he right? This approach allows the students to give feedback on how they interpret the story. | I also have never done this. We were always told what it meant and how to think about it. Again I did not experience an alternative until I came to college. |
| ReQuest | This process is where two students read a passage together and formulate questions and answers to quiz each other on their knowledge. This process builds prior knowledge and vocabulary. | This is a neat idea. Great alternative to having the teacher come up with all of the questions and answers. Demonstrates some accountability. |
| Question-Answer Relationship (QAR) | Four types of questions   1. Right There 2. Think and Search 3. Author and You 4. On Your Own   Based upon 3 categories of question classification   1. text explicit-the answer is directly quoted in the text 2. text implicit-the answer must be implied from several passages in the book 3. script implicit-requires both the text and prior knowledge and experiences   QAR considers the reader’s background knowledge and the text. | I have never heard of this before. We are always taught Bloom’s. |
| Using Questioning for Study | These study strategies that support comprehension of the text.  SQ3R-survey, question, read, recite, review  SQ4R-survey, question, read, reflect, recite, review  SQRQCQ-survey, question, read, question, compute, question | This again is new to me. We were never taught study strategies. We were always left to figure it out on our own. |

**Summary:** Over all I feel that this chapter is useful. There are different strategies to use for every learning style and subject. I like the approach in the manner that there is not a wrong way. Each style has its benefits and they all seem to be user friendly and productive.