



Observation Sheet: Questioning

Graduate Standards - AITSL

Professional Knowledge: Know students and how they learn

Professional Practice: Plan and implement effective teaching and learning

Question Type

<p><i>Do you feel your questions were clearly structured and readily understood by the students?</i></p>	<p>Yes, I feel that my questions were clearly structured and readily understood by the students. A method I used was: I had pre-planned the questions I was going to ask and wrote them on my lesson plan. I found that this assisted me during my lesson if I had forgotten to ask something and reminded me where I was and what I had left to go.</p>
<p><i>Did you use a variety of question types?</i></p>	<p>Yes, I used a variety of question types such as open and closed questions, leading questions, as well as recall and processing questions. By using a variety of question types I was able to receive a variety of responses.</p>
<p><i>What balances was there between the various questions types?</i></p>	<p>I found that open questions to be very useful in the primary school setting to make students actually think about their responses. However, closed questions and recall questions were necessary when trying to remind students of what they had previously learnt or heard throughout the book. These questions also allowed the children to relate it to their new knowledge.</p>
<p><i>Consider both why and when you made use of the different question types?</i></p>	<p>Different question types create different responses. This would restrict your question type depending on what type of response you were seeking. If you were simply seeking answer to a yes/no question, a closed question would be appropriate. However, if you were seeking a response with some thought behind it, you would need to be asking an open question. If you were seeking a response explaining what the students already know and remember a recall question is best.</p>

Distributing and Directing Questions

<p><i>Did you recognise any pattern in the distribution of your questions amongst the students? Consider reasons for this pattern</i></p>	<p>Yes, I did notice that some patterns were present with the distribution of my questions to the students. Some questions I asked to multiple students and I found that they all did not understand it. However, when I reworded the question I found that they instantly knew what I meant. While other questions I found that all students knew what I was trying to ask them straight away. These patterns could indicate that they have not yet learnt or understand the question or concept that I am trying to introduce to them.</p>
<p><i>How have you directed questions to the group?</i></p>	<p>Questions directed to the group were only delivered when all students were quiet and paying attention. I found that if you tried to ask a question when some students were not paying attention, the results were hectic. To achieve the silence in the primary school setting, a method I used was placing my hands on my head, I soon found that all children followed and became quiet. I could then ask my question and would only choose the students who were sitting nicely with their hand up.</p>
<p><i>Have you used “wait” time?</i></p>	<p>Yes, I used “wait” time within my experience as a student teacher in primary school. I used it on a whole class level when giving my lesson and on a one-on-one level when assisting a student. When giving my whole class lesson I asked some complex “why do you think this happened questions”. I found that by providing sufficient wait time I received much more thought about responses rather than the first thing that popped into their head.</p>
<p><i>Did you make eye contact with the group as you directed your questions?</i></p>	<p>Yes, I did make eye contact with many to all, students throughout my questioning. I feel that eye contact is a crucial part of questioning as it indicates that you are asking all students the question rather than just one. I also feel that It makes the students think about their response more and allows the students to know that you are watching their behaviour also.</p>

Reactions to Student's Responses

<p><i>How do you deal with correct responses? Do you qualify any praise given?</i></p>	<p>Correct responses to questions definitely received praise regarding their answer. I found that praise is very important in primary school as it provides students with a sense of accomplishment and confidence, allowing them to feel that they can answer more questions that are asked. Some examples of praise given for correct responses are: good work, nice job, awesome, etc. I ensured that a different student responded to each question in an attempt to include everyone.</p>
<p><i>How do you deal with incorrect responses? How do you deal with students who stumble and grope for an answer?</i></p>	<p>Incorrect responses were always rewarded with another opportunity to "try again". This allowed the students to have another opportunity to think about their response. Sometimes a little clue would be provided or a reference to something else in an attempt to make the student think or perhaps jog their memory. If the student could still not answer, it would be rewarded with 'good try' and perhaps move onto another student who believed they had the answer. If it is not the specific answer I was looking for then I would still give praise and keep moving on until the answer was given.</p>
<p><i>What use do you make of the student's responses to develop the teaching point? Have you redirected any questions in order to add to an initial response?</i></p>	<p>Redirecting a student's response is a very useful technique in developing their answer and thinking process. It allows the teacher to make the students think about why they got their answer and how they got their answer, rather than just repeating something they read or heard. I used redirecting a student's question on many occasions to make the student think for themselves, rather than just giving them the answer. For example: "yes, but why did that happen?"</p>
<p><i>Are you the only evaluator of the student's answers?</i></p>	<p>No, the teacher is not the only evaluator of a student's answer. Although the teacher does play the main role of evaluator, the student's peers also play a role in evaluating the responses. When a single student answers a question, all the other students run over the answer in their head to see if it matches or is similar to what they would have answered.</p>