INSTRUCTIONAL STRATEGIES



Question Generating

This instructional strategy switches the role of “question generator” from the teacher to the student as students use critical thinking to explore a concept by creating and asking their own good questions.

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QUESTION GENERATING

Summary

A prompt is provided for students and they are asked to provide “good” questions regarding it. This strategy can be used at the beginning of a unit or concept to guide students toward the investigation of a certain topic or it could be used at the end of learning to review material.

Procedure

1. Explain the purpose of this exercise and discuss what kind of question is considered a "good" question (criteria will vary from teacher to teacher).
2. Provide a prompt for the students. This can be a picture, statement, or problem among many other options.
3. Provide students with time to create "good" questions about the prompt.
4. Discuss the students' questions. Students could volunteer to share their questions; students could pose their questions to the class for a response; several of the best questions could be stored for use in future class periods; or any other method that is effective in assessing, reviewing, or previewing the necessary content may be used.

Keeley, P., & Tobey, C. R. (2011). Mathematics formative assessment: 75 practical strategies for linking assessment, instruction, and learning. Corwin, SAGE.