

# Inclusive Teaching Practice

## Facilitator's Guide



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# Module 6: Effective Questioning and Feedback

# Module 6: Effective questioning and feedback

## Overview

This is the **sixth of fifteen modules** that look at how we create a positive Inclusive Learning Environment for all. You will see how inclusive teaching practices encourage, develop and use the 21<sup>st</sup> century skills of critical thinking, communication, collaboration and creativity. These modules are for any educators or those studying in education in Myanmar. The terms student and learner are used interchangeably throughout the module.

| Module number | Module title   |
|---------------|--|
| 1             | What is an Inclusive School, Classroom and Teacher?      |
| 2             | Knowing your learners                                    |
| 3             | Planning learning outcomes for all                       |
| 4             | Participating through learner centred approaches         |
| 5             | Creating a positive learning environment                 |
| <b>6</b>      | <b>Effective questioning and feedback</b>                |
| 7             | Active participation                                     |
| 8             | Peer, co-operative and collaborative learning            |
| 9             | Supporting students' emotional and social wellbeing      |
| 10            | Legal framework and policies around Inclusion in Myanmar |
| 11            | Supporting all students through differentiation          |
| 12            | Identifying specific learning difficulties               |
| 13            | Supporting all learners with differences or disabilities |
| 14            | Positive behaviour management                            |
| 15            | Assessment for student achievement                       |

## Learning Journal

Please ensure all participants are aware of the learning journal and its purpose for the module. Point them to the advice given in their participants' copy of the best way to complete. All answers to activities need to be written in their journal. Remember, reflection is an important part of the learning process and a worthy activity alone. Encourage participants to make a note of new and interesting words/phrases/terms as they make their way through the module.

## Study tips

It is important to explain how to approach completing the module. Participants need to take their time, develop a suitable timetable and where possible check their answers with colleagues. The use of think / pair / share is a good way for them to collaborate, share ideas, ask questions, check their work, and give feedback.

## Background to the Inclusive Practice CPD modules.

There are 3 key themes explored in the modules that reflect the educational reform taking place in all education settings: Inclusion, Gender Equity and 21<sup>st</sup> century skills. These themes are key in all areas of curriculum, and vital not only for Myanmar's educational ambitions and sustainable development but equally vital for the global future.

This course has been designed to help participants engage in this discussion by challenging their **beliefs and attitudes** about their own teaching, their students' learning and the impact their educational institution has on inclusion. It is expected that as a facilitator, you will challenge their beliefs and attitudes throughout the modules.

It is also important for you as a facilitator to embed many of the teaching and learning techniques associated with inclusion in education into this course. Encourage participants to work at their own pace and consider their own abilities, interests and skills.

## Learning outcomes for Module 6

**By working through this module, educators will be able to:**

1. **identify and evaluate closed and open questions.**
2. **explain the use of differentiated questioning.**
3. **identify the elements of effective feedback.**
4. **state the benefits of providing effective feedback.**

This **sixth** module helps you to think about the impact of using **effective questioning** and **feedback**. It explores the benefits of using a range of questions techniques and explores models of feedback that ensures learners receive the right information about their performance or progress at the right time.

## Extra instructions for the activities in module 6

| Activity  | Additional points to consider  |
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| Prior knowledge assessment  | The first task is a recap assessment of module 5. This reminds the learner of the previous module contents and helps them to recall important information in preparation for this module. After the first attempt, suggest that the learners refer back to the module to check their answers.  |
| Introduction  | This module focuses on and covers the importance of effective questioning techniques, and appropriate feedback. These are important aspects of classroom management that create a culture of curiosity and engagement for learners. Recap the importance of using the learning journal and to reflect on personal practice throughout.   |
| Activity 6.1 Self-assessment  | Ask participants to look at the 10-point scale (1-10) and ask the question, how well do you think you understand 'questioning techniques for inclusion'? Individually, each participant should identify the number that best describes their understanding. Remind participants that we are at the start of this process so they are not expected to experts in this area, and we will be returning to this scale at the end of the module.  |
| 2 Questioning   | Remind participants of the importance of valuing the presence, participation and achievement of all students in the classroom during every lessons. Questions are an effective teacher tool to check learning and to gauge the level of understanding amongst students. Ask participants to enter into small groups and brain storm what type of questions are appropriate for teachers to asks pupils. They should be encouraged to think about the level, difficulty and whether they should be targeted or more general questions.  |
| Activity 6.2 - Definitions of closed, open and differentiated questions | Ask participants in groups to look at the 3 types of questioning and discuss how and when they are used. Can they match the question type to the given definition? Provide answers and recap concepts if they did not match the definitions correctly. Ask participants to note down their own definition in their learning journal.   |
| 2.2 – Questioning types   | Remind participants of the importance of inclusive practice to help students achieve their full potential, and especially the importance of how questions are used to create 21 <sup>st</sup> century skills. The use of certain types of questions help to develop communications, critical thinking and creativity. Remind participants of Bloom's Taxonomy which was discussed in Module 3, specifically we are looking at the difference between low and high order thinking skills. Ask participants as a group to give 3 examples of low order thinking skills (simply remembering or recalling facts) and 3 examples of high order thinking skills (questions involve more complicated concepts and require students to apply better understanding). Explore together the two examples of questionings in the participants guide. Refocus on closed questions specifically. Ask the group to reflect on what are some defining aspects of closed questions and when they might be useful. Explain that they are useful to recap, when teachers quickly want to grasp the understanding of a group (typically at the start or end of a lesson). However, ask the participants why closed questions should not be the only type of questions used in the classroom. |

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| 2.3.1 - Discussion on closed questions   | Review the case study of teacher Daw Thin Than and a geography lesson on Asia. In groups of 3, ask participants to role play the conversation between the teacher and the pupils. Once this has been completed, ask the participants to reflect on the different style of questions Daw Thin Than asked.   |
| Activity 6.3 - Choral answers  | Remind participants that often in large groups, it is simpler for teachers to ask questions and await choral answers (yes or no). Whilst this has a role to play, if all pupils seemingly answer the same correct answer, what are the assumptions being made? In learning journals, ask participants to reflect on why Thin Than may or may not be mistaken. Ask them to think back to a time in their teaching experience when they might have used choral answers, how certain can they that all the students understood the question being asked?  |
| Activity 6.4 - Organising questions into Bloom's Taxonomy  | Throughout this course we have explored education and teaching through Bloom's Taxonomy. This 15-minute task asks for participants to explore 6 skills regularly taught and whether they are low or high order using the examples given. Ask participants to work in pairs to reflect together. Explore the answers in plenary and recap any questions or concerns that arise.   |
| 2.3.3 - Open questions<br><br>Activity 6.5 - Reflecting on closed, open and differentiated questioning | In contrast to closed questions, explain to participants that open questions are important in the 21 <sup>st</sup> century as they inspire deeper intellectual concepts and thinking. Open questions can be used in group, pairs or individual settings and explore the 'how', 'who', 'when', 'why' or 'what'. To effectively use these types of high order open questions, remind participants that they need to prepare and plan in advance. Ask all participants to look at activity 6.4 and think about how they as educators use questioning to encourage an inclusive positive learning environment? Ask them to write their thoughts in their learning journal and look at the prompts. Move onto the example between teacher and 3 students. Ask someone in the group to act as the teacher and 3 other participants to role play the roles of the students. Reflect on why teacher utilised both closed and open questions. |
| Activity 6.6 – Open or Closed questioning  | In small groups, ask the participants to complete activity 6.6 around open and closed questioning. Once this has been completed, ask the groups to discuss the advantages and disadvantages of using open and closed questions. On a board, note down the disadvantages and advantages of closed and open questions. Highlight how you can use both open and closed questions during a specific task, especially as this can help challenge the students to justify their opinions in a constructive way. Review the example in 2.3.4 in Differentiated questions reading the high order questions to the group, and ask if they are easier or harder to answer.   |
| Activity 6.7 – Research about types and frequency of questions in class                                | Explain to the participants that asking and answering questions is a two-way process and learners should be encouraged to challenge teachers. Remind participants of the importance of a safe space to explore mistakes and that there is no such thing as a silly or bad question. All participants should strive to create a classroom where students ask questions without fear of being wrong. Ask a participant to read out the Richard Feynman quote.  |

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|  | <p>Together work on the small action research activity 6.7. This may need to be completed at a later stage when you can watch a class being conducted by a colleague. Or you can role play a lesson plan and complete the chart. Bring the group back together and ask for reflections and any observations around the type and number of questions asked. Reflect on whether the participant used differentiated questions and ask participants if they learned anything that they would use to improve their classroom practice.</p>  |
| 3. Introduction to Action Research   | <p>Remind participants that the previous activity was an example of a small-scale action research project. Explain that this type of activity helps in improving classroom practice. In small groups, ask participants to number the 5 elements of the action research cycle. Ensure that participants note down all elements of the cycle in their learning journals.</p>  |
| Activity 6.8 Self-assessment   | <p>Draw this session focused about questioning techniques for inclusion to an end by asking participants to individually reflect on the scale. Ask them to reflect on their confidence and discuss comparisons between scores.</p>  |
| 4 – Effective Feedback<br><br>Activity 6.9 - Ranking statements about feedback | <p>Start by asking participants to reflect on the concept of feedback. Explain that there needs to be trust in the classroom and that previous modules will help participants to build a firm foundation based on trust in the classroom. Ask participants to look at Activity 6.9 in small groups. Explain the steps of the activity and ask them to order the statements from most important to least important. After, they should reflect on why they have ordered them as they had. This activity should take around 20 minutes.</p>   |
| Activity 6.10 – Importance of feedback   | <p>This activity introduces the importance of feedback. Participants are asked to watch the short video and make notes in their learning journal. The video is about feedback and participants should answer the questions. Bring the group together and reflect on answers and whether participants have any questions. Encourage participants to make a table in their learning journal which outlines the what, who, about and benefits of feedback.</p>   |
| 4.1 – Where to start<br><br>Activity 6.11 – Ranking statements about feedback  | <p>Remind participants that we have learnt of the importance of effective feedback and the how it can positively impact academic outcomes. Emphasise that with feedback students are taking ownership in the learning process but that teachers have an important task to create an environment of trust. As a group look at the 6 tips outlined to own the feedback given. Ask for reflections and comments on these tips, and whether any participants have additional tips or advice in giving feedback which they want to share. Ask participant to look at Activity 6.9 which involves matching statements about feedback. This task should take around 20 minutes and allow time for group feedback and discussion.</p> |
| 4.1.2 – Start with a positive and be specific                                  | <p>Ask participants to individually think about a time they gave feedback to students. Ask them to reflect on the type of statements they used. Did they use general statements or did the feedback feel genuine? Remind participants that we may be influenced by culture and that in some cultures they tend to focus on mistakes and negative feedback. Emphasise the evidence shows that providing positive feedback followed by negative means that the individual is more likely to listen and act upon it. With the group, ask a participant to role play the position of the teacher. Ask all</p>   |

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|  | <p>participants to reflect on whether this was effective feedback and how it could have been improved. Remind participants to return to the tips for providing feedback.</p> <p>Continue with reading through the case studies between Naing and his teacher (4.1.3) and ask the group to reflect why this example was more effective. Do this same process for the following two case studies focused on behavior change and owning the feedback. Ask participant to note down in their learning journals the negative and positives they found in the case studies, and what they have learnt.</p>  |
| 4.2 Hidden messages and inclusive practice       | <p>Congratulate the participants that we are nearing the end of the module on feedback and that you can see the increased level in understanding of why feedback is so vital to their role as educators. However, ahead of closing this module, explain that there is hidden messaging in feedback and that whilst we should be positive, it is also our responsibility to make sure that our student grasp and understand the feedback we are providing. Explain that simplistic tools like smiley faces, thumbs up and green ticks can often hide more complicated feedback and leave students feeling disheartened or like they did not do something well. Remind participants that mistakes are part of every learning experience and that it is important that we celebrate mistakes with our students. As a group, review and spend 10 minutes discussing effective feedback.</p> |
| Wrap up  | <p>Recap and wrap up on this module, explaining that they have covered different types of questioning, explored high and low order questions, explored action research and the role it plays in reflective practice. Also, different levels of feedback and explained effective feedback.</p>   |
| Module 6 quiz                                    | <p>Participants should complete the module 6 quiz. Review the answers together and encourage them to revisit answers they are not clear on.</p>   |
| Activity 6.12<br>Improving teaching and learning | <p>This activity provides an opportunity for participants to improve their own teaching practice. In the scenario, they are asked by their head of department to reflect on what they do to create a positive learning environment for the learners in their class. Participants should reflect on whether all learners are asked questions during the lesson and whether they receive feedback. Invite participants to role play and share their experiences with the group. Ask participants how confident they felt when giving their responses. Encourage them to make notes in their learning journal.</p>   |
| Activity 6.13<br>2 <sup>nd</sup> Self-assessment | <p>The self-assessment duplicates the first self-assessment. Ask participants to reflect on their confidence and discuss comparisons between scores.</p>  |
| The 6 <sup>th</sup> promise                      | <p>Ask participants to think of one thing they will take away from module 6 and make a promise to their learners about what they will improve. Ask them to evaluate that promise and recognise changes (after x weeks). Encourage participants to reflect on any impact that change has had on teaching and learning and how to improve it further. Participants are encouraged to make a section in their learning journal entitled 'Promises'. There will be a total of 15 promises.</p>  |

## End of module 6 quiz answers

Answers in **bold**

Q1 - What is the difference between open and closed questions? (Choose 1)

- a) Open questions do not need to be planned at all. Closed questions do need to be planned.
- b) Open questions can be answered by the most capable students. Closed questions can only be answered by the least abled.
- c) Open questions can be used to explore any student's knowledge and understanding at a deeper level. Closed questions can generally only find out shallow understanding.**

Explanation - Both types of questions are important in the classroom. Open questions can be used to carefully explore a student's knowledge and understanding at a deeper level – the 'why' and 'how' questions. Closed questions can be used to quickly establish a student's thoughts on whether something is either 'right' or 'wrong', 'black' or 'white' for example. These questions give us a limited depth of understanding of our student's knowledge and understanding.

Q2 - Why is it important to differentiate questioning with students? (Choose 1)

- a) Equality – all students should be treated the same.
- b) Some students only like to answer easy questions.
- c) So that all students can answer questions at their level of ability.**

Explanation - Differentiating questions allows individual students to demonstrate their knowledge and understanding of a topic at a level that suits them. Also, if a question is too easy, the student will not be able to demonstrate their ability and may lose interest. Similarly, a question that is too hard for a student could easily make them feel inadequate and they might stop trying to answer further questions.

Q3- Which of the following are essential for providing good feedback? (Choose 2)

- a) Feedback needs to tell you only what you did well in a task
- b) Feedback needs to be given very soon after a task**
- c) Feedback needs to tell you 'what' and 'how' to improve after a task**

Explanation - Feedback can be given at any stage of a task. This can be formative and/or summative. It needs to be given quickly to the student after a task so that they can identify what they have done well, what they need to improve, and how they can improve it. Feedback needs to be positive and constructive.

Q4 - What are the benefits of providing effective feedback? (Choose 3)

- a) The learner feels accepted and their efforts are being recognised and valued.**
- b) The teacher will get 100% achievement of their students at the end of the year
- c) Self-esteem and commitment tend to rise and increase in emotional commitment in tasks.**
- d) Teachers achieve one of their responsibilities in the classroom
- e) Students can feel confident to learn from any mistakes.**

Explanation- Effective feedback can help students feel confident and improve their self-esteem. By identifying what they do well and what they need to do to improve, effective feedback helps them focus on specific ways to develop. Careful regular checks of student progress by the teacher can help them consistently improve and learn from their mistakes.

Implemented by:

