

# Using questioning to promote thinking



Teacher Education  
through School-based  
Support in India  
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*TESS-India (Teacher Education through School-based Support) aims to improve the classroom practices of elementary and secondary teachers in India through the provision of Open Educational Resources (OERs) to support teachers in developing student-centred, participatory approaches. The TESS-India OERs provide teachers with a companion to the school textbook. They offer activities for teachers to try out in their classrooms with their students, together with case studies showing how other teachers have taught the topic and linked resources to support teachers in developing their lesson plans and subject knowledge.*

*The TESS-India OERs are supported by a set of ten key resources. These key resources, which apply to all subjects and levels, offer teachers further practical guidance on key practices in the pedagogy modelled in TESS-India OER and India policy. They include ways of organising students, learning activities and teacher–student and student–student interactions. Excerpts from these key resources will be inserted into the OERs. They will also be available on the website for teachers and teacher educators.*

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# Using questioning to promote thinking

Teachers question their students all the time; questions mean that teachers can help their students to learn, and learn more. On average, a teacher spends one-third of their time questioning students in one study (Hastings, 2003). Of the questions posed, 60 per cent recalled facts and 20 per cent were procedural (Hattie, 2012), with most answers being either right or wrong. But does simply asking questions that are either right or wrong promote learning?

There are many different types of questions that students can be asked. The responses and outcomes that the teacher wants dictates the type of question that the teacher should utilise. Teachers generally ask students questions in order to:

- guide students toward understanding when a new topic or material is introduced
- push students to do a greater share of their thinking
- remediate an error
- stretch students
- check for understanding.

Questioning is generally used to find out what students know, so it is important in assessing their progress. Questions can also be used to inspire, extend students' thinking skills and develop enquiring minds. They can be divided into two broad categories:

- **Lower-order questions**, which involve the recall of facts and knowledge previously taught, often involving closed questions (a yes or no answer).
- **Higher-order questions**, which require more thinking. They may ask the students to put together information previously learnt to form an answer or to support an argument in a logical manner. Higher-order questions are often more open-ended.

Open-ended questions encourage students to think beyond textbook-based, literal answers, thus eliciting a range of responses. They also help the teacher to assess the students' understanding of content.

## Encouraging students to respond

Many teachers allow less than one second before requiring a response to a question and therefore often answer the question themselves or rephrase the question (Hastings, 2003). The students only have time to react – they do not have time to think! If you wait for a few seconds before expecting answers, the students will have time to think. This has a positive effect on students' achievement. By waiting after posing a question, there is an increase in:

- the length of students' responses
- the number of students offering responses
- the frequency of students' questions
- the number of responses from less capable students
- positive interactions between students.

## Your response matters

The more positively you receive all answers that are given, the more students will continue to think and try. There are many ways to ensure that wrong answers and misconceptions are corrected, and if one student has the wrong idea, you can be sure that many more have as well. You could try the following:

- Pick out the parts of the answers that are correct and ask the student in a supportive way to think a bit more about their answer. This encourages more active participation and helps your students to learn from their mistakes. The following comment shows how you might respond to an incorrect answer in a supportive way: 'You were right about evaporation forming clouds, but I think we need to explore a bit more about what you said about rain. Can anyone else offer some ideas?'
- Write on the blackboard all the answers that the students give, and then ask the students to think about them all. What answers do they think are right? What might have led to another answer being given? This gives you an opportunity to understand the way that your students are thinking and also gives your students an unthreatening way to correct any misconceptions that they may have.

Value all responses by listening carefully and asking the student to explain further. If you ask for further explanation for all answers, right or wrong, students will often correct any mistakes for themselves, you will develop a thinking classroom and you will really know what learning your students have done and how to proceed. If wrong answers result in humiliation or punishment, then your students will stop trying for fear of further embarrassment or ridicule.

## Improving the quality of responses

It is important that you try to adopt a sequence of questioning that doesn't end with the right answer. Right answers should be rewarded with follow-up questions that extend the knowledge and provide students with an opportunity to engage with the teacher. You can do this by asking for:

- a *how* or a *why*
- another way to answer
- a better word
- evidence to substantiate an answer
- integration of a related skill
- application of the same skill or logic in a new setting.

Helping students to think more deeply about (and therefore improve the quality of) their answer is a crucial part of your role. The following skills will help students achieve more:

- **Prompting** requires appropriate hints to be given – ones that help students develop and improve their answers. You might first choose to say what is right in the answer and then offer information, further questions and other clues. ('So what would happen if you added a weight to the end of your paper aeroplane?')
- **Probing** is about trying to find out more, helping students to clarify what they are trying to say to improve a disorganised answer or one that is partly right. ('So what more can you tell me about how this fits together?')
- **Refocusing** is about building on correct answers to link students' knowledge to the knowledge that they have previously learnt. This broadens their understanding. ('What you have said is correct, but how does it link with what we were looking at last week in our local environment topic?')
- **Sequencing** questions means asking questions in an order designed to extend thinking. Questions should lead students to summarise, compare, explain or analyse. Prepare questions that stretch

students, but do not challenge them so far that they lose the meaning of the questions. ('Explain how you overcame your earlier problem. What difference did that make? What do you think you need to tackle next?')

- **Listening** enables you to not just look for the answer you are expecting, but to alert you to unusual or innovative answers that you may not have expected. It also shows that you value the students' thinking and therefore they are more likely to give thoughtful responses. Such answers could highlight misconceptions that need correcting, or they may show a new approach that you had not considered. ('I hadn't thought of that. Tell me more about why you think that way.')

As a teacher, you need to ask questions that inspire and challenge if you are to generate interesting and inventive answers from your students. You need to give them time to think and you will be amazed how much your students know and how well you can help them progress their learning.

Remember, questioning is not about what the teacher knows, but about what the students know. It is important to remember that you should never answer your own questions! After all, if the students know you will give them the answers after a few seconds of silence, what is their incentive to answer?

## References

Hastings, S. (2003) 'Questioning', *TES Newspaper*, 4 July. Available from: <http://www.tes.co.uk/article.aspx?storycode=381755> (accessed 22 September 2014).

Hattie, J. (2012) *Visible Learning for Teachers: Maximising the Impact on Learning*. Abingdon: Routledge.

## Acknowledgements

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