



# Questioning Our Questions



## Components of the session

### ***What are the desired results Questioning Our Questions?***

*Questioning Our Questions* is designed to provide educators with research and information about the importance of intentionally incorporating high-quality questions into curriculum, instruction and assessment. *Questioning Our Questions* was created to aid in the lesson and assessment design process. Attendees will integrate different types of questions into their professional practice so that the students respond and reflect through higher-level questions. Integration of divergent, open-ended questions throughout instruction solidifies students' conceptual knowledge base.

### ***What will participants in Questioning Our Questions be able to implement, improve or change?***

When educators are able to advocate for their program, supporting it with strong evidence proving that high-quality, research-based instruction is occurring in THEIR classroom, everyone takes notice. Often the types of questions asked of students throughout the course of instruction are low-level questions that barely scratch the surface of content or skills. It is difficult for the instructor to make decisions about the acquisition of knowledge based on the student responses to these types of questions. It is through intentional insertion of higher-level, thinking questions that will allow the teacher to really understand whether or not a student "gets it". Participants at this session will analyze their own questioning techniques, learn about the different types of questions posed, and have time to modify currently used lessons.



*Got Questions?  
Find answers  
here.*

### ***Session outline***

*Questioning Our Questions* can be offered as a single-or multiple-day session. Follow-up opportunities (observations, coaching, consultation, etc.) are also available. Sample agenda items might include:

- Explore various types and patterns of questions
- Examine the purpose of different types of questions
- Practical ways to put the learnings into use
- Review the role of essential questions in development of inquiry-based learning
- Delve into the connections between content and types of questions

## Intended outcomes

### ***What impact will this session will have on teaching and learning?***

The long-term impact of *Questioning Our Questions* will be improved student learning through the use of different types of questions. It is vital that educators of ALL content areas have a definitive knowledge base of their specific content AND implementation of the theory and practice that encompasses exceptional teaching and learning. When teachers from all classrooms work together to provide the proper learning environment, everyone wins. This knowledge and implementation of concepts and skills allows the profession to move from one that focuses on teaching to one that is about learning.

### ***What is the evidence that shows students or teachers practices are changing?***

"Master teaching" is about making appropriate instructional decisions in the classroom. Master teachers investigate learning as a cause-and-effect model and determine the educational practices used to create opportunities for students to achieve important learning goals. And when we focus on the positive, academic benefits of questioning, we turn the classroom into a place where quality learning is taking place.

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**For more information regarding *Questioning Our Questions* and other professional development opportunities, please contact Teaching and Learning Connected at 315.729.6476 or teachingandlearningconnected@gmail.com or www.tlconnected.com.**