



## Transcription: How do you use questioning in the classroom?

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For the most part, the first part of the session is taken up with questions, its where we introduce a project and a subject to the students, or we introduce the task for the day to the students, and the questions are there to clarify understanding of what is being asked of them, or what they are engaged with, and to reflect on previous experience, particularly in the opening part of the session, in order to then build on that experience for what is to come.

You have to understand what it is you are wanting from the students in the first place. You have to have some idea of the knowledge level that the students are working at, so you don't over complicate it and also make it too simple. You phrase it in such a way as to, I think, encourage them to think and give a response rather than... in terms of sentences and phrases rather than a yes and no kind of answer.

It's not easy, you have to, sort of, be really clear from the beginning what your outcome is, and be aware that you will go off on tangents, it's the nature of the kind of activity you're involved in, but you have to have the skill and the wherewithal to steer it all back on course. Sometimes the tangents can be really quite interesting and worth exploring, other times they're just a distraction, so you have to be clear in your head about which is which and where to go with it.

Yes I do. I mean it depends on the activity. If I want them to... first thing that comes into the head kind of activity then, you know, they have to respond there and then, but if it's a question that involves some kind of recall or recollection of something that's gone in the past or an experience, then I would warn them about what's going to happen. So I would say, "in a moment I'm going to ask someone to respond to this question", give them time to think about it, go off on something else for a moment or two and then come back to it, and then ask somebody. And that's mainly because of my own experience, it's very difficult to recall something straight away when put on the spot, and it's also quite embarrassing, really, for the person if they may know it and then can't recall it, you know, in front of their peers, it's quite a negative experience.

That depends on the nature of the incorrect answer. I mean if it's a genuine "have a go" answer then generally always thank them for it, and if, well, it depends on the answer, I mean I might offer it to the group to ask for their response, I might park it for a little bit and come back to it later but say that's what I'm going to do, I might give the student an opportunity to think about it, their answer, and then say, "hold that, I'll come back to you in a moment, reflect upon that and see whether you've got something different to say in due course"; it depends on the student, confidence of the student, and the genuine-ness of the response.

Yes, particularly when it comes to an experience that I know the group have had, collectively. I ask them, could ask them to pair off and reflect on that, and in that reflection frame a response together, or in threes, I don't generally go more than threes, I find that becomes too big a group; and also because of the way they've sat they can just sort of talk to their partner next to, nearby.

If it's a much more in depth activity, which involves maybe mind mapping, then they can work in fours and larger groups, in which case the room would be pre-zoned for that kind of activity, in other words,

students would leave the theatre type arrangement, move to their groups, do their activity, come back with that sheet of paper or whatever they've written their ideas down on, and then present that to the group within the theatre, and we will display if there's any kind of large sheet work done, we'll display that and go through it.

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