



Learner and Teacher Agency

UbD: Quality Questions

Please read in conjunction with Australian Curriculum, General Capability of Critical and Creative Thinking, Inquiry, Pose Questions.

Big Ideas: Rigour, Relevance and Engagement

Tag Line: *To think or not to think? That is the question.*

Transfer Goal: Educators will be able to independently use their learning about quality questioning to foster students' abilities to ask and find answers to their own questions.

Deep Understandings:

Educators will understand that:

1. questioning drives learning, but it can also be an outcome of learning because more questions are raised (Ritchhart 2018)
2. when teachers ask quality questions, they are more likely to receive quality answers, thus raising the level of discourse in the classroom
3. quality questioning encourages engagement, motivation and curiosity in students
4. when students *ask* questions, they begin to form mental models; explore connections among ideas; consider different perspectives; elaborate, enrich, and broaden their understanding; and transfer and generalize their knowledge to new situations. (McRel 2018)
5. teaching students about questions that build their ability to self-assess is a vital life-long learning skill.

Essential Questions:

Over-arching question: How can we ask questions that will effectively drive learning?

1. What are the characteristics of quality questions?
2. What are the differences between lower order and higher order questions?
3. Why is it important to teach students about types of questions?
4. What strategies can educators employ to activate student thinking in classroom discussions?



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5. What approaches can educators use to foster the ability of students to ask quality questions?
6. How can curriculum frameworks be used to foster student question-asking skills?
7. How can educators encourage students to use questions for self-assessment?

Educators and learners will know and understand:

1. the characteristics of quality questions,
2. a variety of questions that can be asked,
3. a range of curriculum frameworks that can be used to promote student thinking and questioning
4. ways in which students can become askers of quality questions

Educators will be able to:

1. construct lower and higher order questions for a variety of purposes,
2. use curriculum frameworks to ask a variety of quality questions,
3. construct a sequence of questioning across a learning unit that raises intellectual challenge,
4. use quality questions to activate students' thinking and discussion.

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