



QUESTIONING & DISCUSSION

EFFECT SIZE 0.82 | FISHER & FREY
TEACHER FACILITATED DISCUSSION MOVES

EXPECTATION

- Establish norms for classroom discussions
- Decide on expectations and purpose for discussion
- Plan questions ahead of time that will link content to skills
- Scaffold discussion using discussion and sentence frames
- Provide opportunity for written and verbal responses (OTR)
- Provide multiple opportunities to engage in academic vocabulary
- Provide feedback with purposeful questions that check, build and deepen understanding

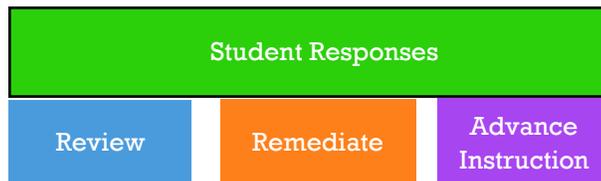


EXPLANATION

Classroom discussion is a method of teaching, that involves the entire class in a discussion. The teacher stops lecturing and students get together as a class to discuss an important issue. Classroom discussion allows students to improve communication skills by voicing their opinions and thoughts. Teachers also benefit from classroom discussion as it allows them to see if students have learned the concepts that are being taught. Moreover, a classroom discussion creates an environment where everyone learns from each other.

Effective questioning prompts student thinking, guides students' attention to key concepts, and supports engagement with content. When teachers effectively utilize questions that are purposeful and coherent, students' responses can be taken as a valid source of formative assessment that can inform instructional decision making. Student responses to quality questions let teachers know if they should review, remediate, or advance instruction and are useful in making decisions about differentiation. One three-step approach to developing questions is:

- Ask recall and comprehension questions to make sure that the students have grasped the basic data.
- Ask questions requiring students to explain relationships among the units of information and to form general concepts.
- Ask questions that require students to apply concepts and principles they have developed to new data and different situations.



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UOFW RESOURCES



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QUESTIONING & DISCUSSION

[DoK Webb's Resources](#)
[Edutopia on DoK](#)
[Collaboration on DoK](#)
[Murray Site of Resources](#)

Effective questioning involves the following procedures:

- asking a high frequency of questions;
- consistently providing wait time that allows students sufficient time to consider and develop their responses;
- calling on both volunteers and non-volunteers to answer questions and a balance of students based on ability and gender; and
- providing different ways for students to respond to questions, such as independent reflection, partner or small group discussion, or whole group dialog, as well as through different modes, including speaking, drawing, writing, and physical signals/gestures.

Additionally, the content of high-quality questions should be:

- varied (questions should represent a balanced mix of question types),
- purposeful,
- coherent, and
- sequenced with attention to the instructional goals of the lesson.

High-quality questions should require students to justify their answers with evidence and should support students in monitoring their own levels of understanding.

Also, teachers shouldn't limit instruction to teacher-generated questions only but should guide students in generating their own questions as well.