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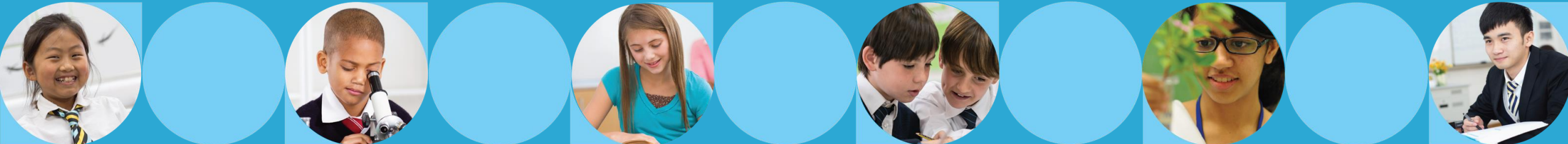
# Using Effective Questioning Skills to Scaffold Learning in Classroom

## Using Input – Output Model to Construct Learning

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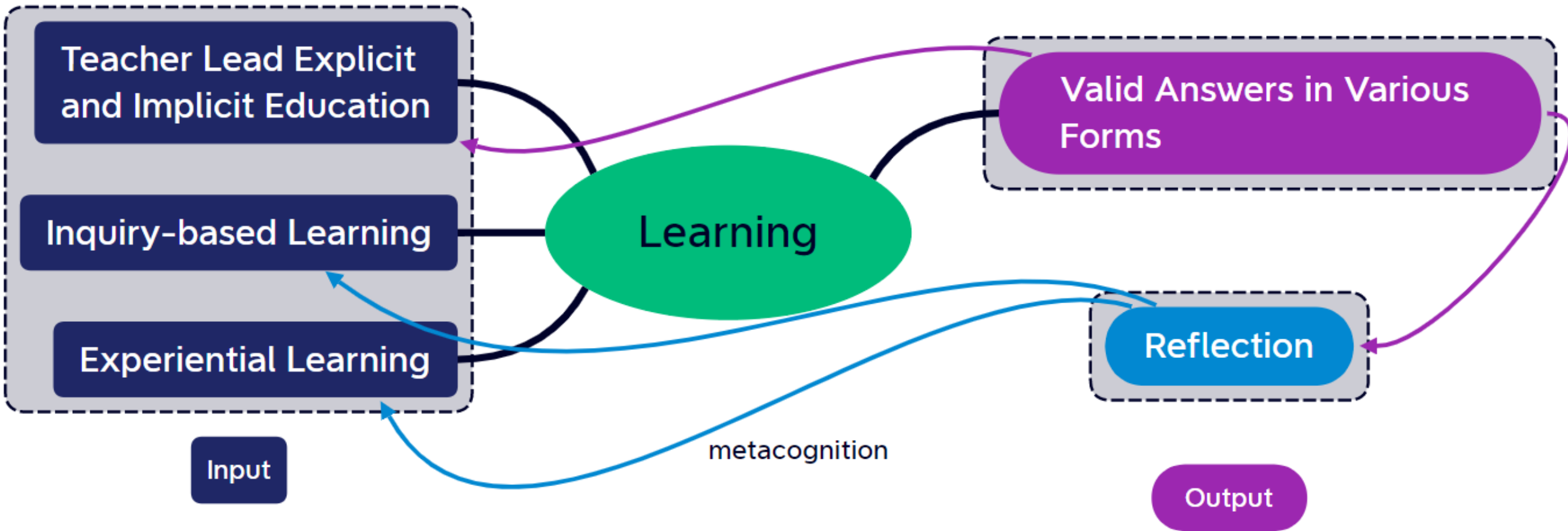


# Outline

In this presentation, we will learn:

- ▶ Input – Output Model of Learning
- ▶ Role of Effective Questioning
- ▶ Principle of Effective Questioning
- ▶ What after Effective Questioning

# Input – Output Model of Learning Centred Education



# Input – Output Model

## ▶ Input:

- ▶ Teacher Lead Explicit and Implicit Education
- ▶ Research and Readings (Inquiry-based Learning)
- ▶ Personal and Emotional Experience (Experiential Learning)

## ▶ Output

- ▶ Valid Answers in Various Forms (Assessment for Learning)
- ▶ Reflection

▶ Inputs are the major forms of learning.

▶ Output feedbacks and modifies the input through metacognition.

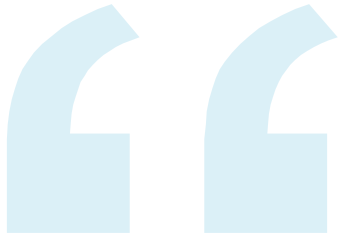
# What Role Does Effective Questioning Play in the Model?

- ▶ **Effective** Questioning will lead to **valid/authentic** answers.
- ▶ Effective questioning means the learners are able to
  - ▶ Understand the question,
  - ▶ Interpret the context of the question,
  - ▶ Answer the question if they know the answer,
  - ▶ Know the reason why this question is asked.
- ▶ Valid answers can provide feedback to teaching and learning in the correct direction.

# Principles of Effective Questioning – KODASA

- ▶ Effective questioning and answers comes with different forms
  - ▶ Know your students – anticipate where they might have difficulties
  - ▶ Observing – not all answers are in words
  - ▶ Designing proper assessment – homework, presentations, etc.
  - ▶ Asking beyond facts– conceptual understanding
  - ▶ Scaffolding with multi-step questions – breaking down the steps
  - ▶ Allowing time for answers – embrace the silence

# Importance of Observation



Language is a more recent technology. Your body language, your eyes, your energy will come through to your audience before you even start speaking.

**Peter Kuber**, Chairman and CEO of Mandalay Entertainment



# Importance of Observation



我经常在很多地方都可以看到这样的字眼“看见孩子”，可是这个“看见”不是你说“看见”就能看见的。这个“看见”，一定是基于成人对孩子身心发展规律的了解、对孩子大脑发育的了解、对孩子特质的了解以及对孩子学习方式的了解下才能真正的去“看见”孩子，继而理解孩子和尊重孩子。

安吉尔教育 黄洋





# Call for Action

- ▶ Formative Assessment is not only for students, but for teachers:
  - ▶ Can I make my question more specific?
  - ▶ To what extent the learning happened just now?
  - ▶ Did my teaching match the way of learners learning?
  - ▶ How can I inspire my teachers/colleagues to use effective questioning in class?
  - ▶ Do I need to modify teaching plan to accommodate this situation?
  - ▶ Should I consider to change the order of teaching in my teaching sequence?
  - ▶ Shall I re-assess this concept in the following classes?



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Thank you  
Any questions?

