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Questioning Success

Sandi Zwaan
Carol Koechlin

Saturday, October 8, 2005
1:30-2:45 P.M.
David L. Lawrence Convention Center
Room 317/318

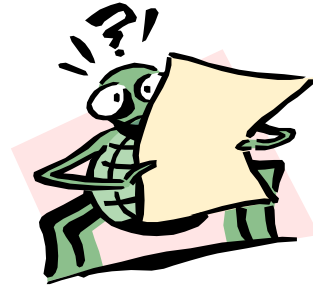
Questioning Success

AASL Pittsburg, October 8, 2005

Carol Koechlin koechlin@sympatico.ca and Sandi Zwaan hzwaan@sympatico.ca

How much time do we spend teaching questioning skills?	When do we ask questions?	
Where in the curriculum can we logically teach questioning skills?	When are questioning skills important outside of school?	
How do good questioning skills help students?	What is a good question?	Why do we need good questioning skills?
What is the role of questioning in effective teaching, learning and assessment?	What are some effective strategies for teaching questioning skills?	Who needs to be a good questioner?

Personal Inquisitiveness Inventory



- 1) What is inquisitiveness?
- 2) Do you think you are a very curious person?
- 3) What experiences do you think have fostered or inhibited your inquisitiveness?
As a child? As a student? As an adult?
- 4) Is there someone you know who is a model of curiosity? What is it about that person that defines their inquisitiveness?
- 5) Are you comfortable asking questions in social, personal and professional situations?
- 6) Do you ask questions about political, educational, environmental, global issues?
- 7) Does your curiosity cause you discomfort on occasion?
- 8) Do you support other questioners? How? Why?





Questioning Success

'What an important task we have....to create learning that compels our students past twilight, imbued with a feeling of investigating something enormous!

Debbie Abilock Knowledge Quest 2004

Questioning Strategies	Notes
1) Personal Inquisitiveness Inventory <i>The Pigeon Finds a Hot Dog</i> by Mo Willems <ul style="list-style-type: none"> • Building a culture of inquiry • I wonder..... • I imagine if..... 	<i>Questions and questioning may be the most powerful technologies of all.</i> Jamie McKenzie FNO 2000
2) Commercial games based on questions <ul style="list-style-type: none"> • 20 Questions • Trivia 	Groups of 5-6 best. One or two students decide on the topic and the others ask questions until they guess correctly or 20 questions have been asked. Develop a set of Trivia questions to review subject content.
3) The 5 Ws	Use Quick Fact Trading Cards as an organizer to help students gather basic data about a topic. Interview and survey questions.
4) Question Matrix	Large matrix or card game. Question Frames.
5) ReQuest procedure <ul style="list-style-type: none"> • on the line • between the line • beyond the line 	Model with a picture book or article. Practice with magazine and newspaper articles and selected passages from textbooks.
6) Topic Storming	Provide background building experiences e.g. books, pictures, video, experts, internet. Build a web of questions.
7) Focus Words	Introduce a rubric for assessing questions. Focus words help students build more effective inquiry questions.
8) Self assessment <ul style="list-style-type: none"> • learning logs, journals, checklists 	Provide students with organizers at first and then have them create their own assessment tool.



My Thoughts about 20 Questions

How did the 20 Questions game help you to review our topic today? Why?

What was difficult about this activity?

What strategies did you and your team use to guess the topic?

How well did your team work together?

What would you like your team to do next time you play 20 questions?



Question Frames

Who is, are, was, were did, does can, could would, should will might	
What is, are, was, were did, does can, could would, should will might	
When is, are, was, were did, does can, could would, should will might	
Where is, are, was, were did, does can, could would, should will might	
Which is, are, was, were did, does can, could would, should will might	
How is, are, was, were did, does can, could would, should will might	
Why is, are, was, were did, does can, could would, should will might	

Based on the Q Matrix C. Weiderhold *Co-operative Learning and Critical Thinking*

What's Your Question Line?

Student name:.....Title of Text.....

On the Line <u> ?</u>	Between the line <u> ?</u>	Beyond the line → ?
I would like to know more about..... Perhaps I can.....		

Your Research Question - Rubric

Criteria Level	Focus	Interest	Knowledge	Processing
Your Research Question:	<i>Does your question help to focus your research?</i>	<i>Are you excited about your question?</i>	<i>Will your question help you learn?</i>	<i>Will your question help you to understand your topic better?</i>
Level 4	- focus targets a defined inquiry and examines all relevant perspectives	- inspires further investigation and more questions	- evokes personal action and/or motivates application or transfer	- requires independent analysis, synthesis and application of information
Level 3	- focus targets a defined inquiry and explores several perspectives	- stimulates curiosity and enthusiasm	- directs personal reflection and opinion	- requires general comparison based on criteria
Level 2	- manageable, with limited exploration potential	- motivates some personal interest	- requires collection of facts and opinions	- requires classification of data
Level 1	- broad and unmanageable or narrow with little scope	- of little personal interest	- requires lists, one word answers	- requires data collection only
Comments and Goals				

Adapted from *Info Tasks for Successful Learning*, Pembroke Publishers

Koechlin and Zwaan. *Questioning Success*. AASL Pittsburg, 2005.

Power-up Your Inquiry Question

Question starters		Focusing questions			Looking for relationships	
Who	Discover	changes	types	kinds	significance	compare
What	Investigate	jobs	roles	importance	consequence(s)	contrast
When	Compare	purpose	structure	characteristics	project	cause
Where	Uncover	value	lifestyle	relationships	implication	effect
Why	Determine	function	defense	adaptations	connection	value
How	Examine	capacity	survival	conditions	correlation	analyze
	Study	intent	result	infer	pattern(s)	
	Research		outcome	imply	trend(s)	
<p>Use this checklist to review your inquiry question(s)</p> <ul style="list-style-type: none"> <input type="checkbox"/> Stimulates your curiosity <input type="checkbox"/> Encourages you to dig deep for your information <input type="checkbox"/> Challenges you to think about your discoveries <input type="checkbox"/> Prompts you to analyze your findings <input type="checkbox"/> Guides your research quest <input type="checkbox"/> Keeps you on track <input type="checkbox"/> Sparks your imagination <input type="checkbox"/> Helps you to make personal meaning 		<p>Use one or more of the focus or relationship words in your question to give it research power. Brainstorm your question ideas and record your best efforts here.</p>				
<p>Review your questions with the checklist above and record your inquiry question(s) here. Conference with your teacher and teacher-librarian before you begin your quest.</p>						

Learning Log



Date:		
Activity:		
Thoughts	Questions	Next Time

Date:		
Activity:		
Thoughts	Questions	Next Time

Date:		
Activity:		
Thoughts	Questions	Next Time

Resources to Support Student Questioning

Barell, John. *Developing More Curious Minds*. Alexandria, Virginia: Association for Curriculum Supervision and Development, 2003.

Cecil, Nancy Lee. *The Art of Inquiry: Questioning Strategies for K – 6 Classrooms*. Winnipeg: Peguis Publishers, 1995.

Ciardello, Angelo V. "Did you ask a good question today? Alternative cognitive and metacognitive strategies." *Journal of Adolescent & Adult Literacy*. November 98, Vol. 42 Issue 3 p210, 10 p.

Harvey, Stephanie and Goudvis, Anne. *Strategies that Work*. York, Main: Stenhouse, 2000.

Koechlin, Carol and Sandi Zwaan. *Build Your Own Information Literate School*. Salt Lake City UT: Hi Willow Research and Publishing, 2003.

Koechlin, Carol and Sandi Zwaan. *Information Power Pack: Junior and Intermediate*. Toronto: Pembroke, 1997.

Koechlin, Carol and Sandi Zwaan. *Info Tasks for Successful Learning*. Toronto: Pembroke, 2001.

Koechlin, Carol and Sandi Zwaan. *Teaching Tools for the Information Age*. Toronto: Pembroke, 1997.

McKenzie, Jamie. *Learning to Question to Wonder to Learn*. Bellingham, WA: FNO Press, 2005.

Morgan, Norah. *Asking Better Questions*. Markham: Pembroke, 1994.

A Questioning Toolkit

<http://www.fno.org/nov97/toolkit.html>

Bloom's Taxonomy's Model Questions and Key Words

<http://www.utexas.edu/student/utlc/handouts/1414.html>

Framing Essential Questions

<http://www.fno.org/sept96/questions.html>

The Question is the Answer

<http://www.fno.org/oct97/question.html>

Questioning.org

<http://questioning.org/>

Questioning Techniques for Gifted Students

<http://www.nexus.edu.au/teachstud/gat/painter.htm>

Question Matrix

http://sci.tamucc.edu/~eyoung/4382/question_matrix.html

Q Matrix Products

<http://www.kaganonline.com/Catalog/index.html>

Koechlin and Zwaan. *Questioning Success*. AASL Pittsburg, 2005.