

## **Open Your Class With This Tomorrow- *Make Just One Change***

### **Directions:**

Students will be guided through the question formulation technique in order to produce and prioritize questions. The six-step process should take about 45 minutes the first time.

#### **1. QFocus**

- a) Provide students with a QFocus that should kickstart question creation.
  - a. Unit Research- Deception in research can be justified.
  - b. Unit Cognition- Animals have language.
  - c. Unit Development- Development is orderly and sequential.
  - d. Unit Personality- Personality assessments can never measure one's full range of characteristics.

#### **2. Produce Your Questions**

- a) Review as a large group the four essential rules for producing questions. (5-7 minutes)
  1. Ask as many questions as you can.
  2. Do not stop to discuss, judge, or answer the questions.
  3. Write down every question exactly as it is stated.
  4. Change any statement into a question.
- b) Have students identify the challenges associated with each rule. (3-4 minutes)
  - a. Individual reflection, talk in small group (3-5 students), then report to large group.
- c) Have students produce questions in the same small group with a student recorder. Have them number their questions as they go. (5 minutes)

#### **3. Categorize the questions as closed-or open-ended**

- a) Provide a definition and examples for the two types of questions. (5-7 minutes)
  - a. Closed-ended questions: They can be answered with yes or no or with one word.
  - b. Open-ended questions: They require an explanation and cannot be answered with yes or no or with one word
- a) Have students categorize their questions. (2-3 minutes)
  - a. Mark closed-ended questions with a C.
  - b. Mark open-ended questions with an O.
- b) As a large group identify the value of each type of question. A chart may help organize the answers. (4 minutes)
  - a. List the advantages and disadvantages of asking close-ended questions.
  - b. List the advantages and disadvantages of asking open-ended questions.
- c) Have students change a question from each type to the other. (3 minutes)
  - a. Change one close-ended questions to open-ended.
  - b. Change one open-ended questions to close-ended.

#### **4. Prioritize the Questions**

- a) Have students choose their three most compelling questions. (5 minutes)
- b) Students must prepare a rationale for each question to share with the large group- Why did you choose these three as the most compelling?

#### **5. Next Steps**

- a) Share with students how they will be using their questions (1-2 minutes).

#### **6. Reflection**

- a) Have students answer reflection questions. (5 minutes)
  - a. Have students write or discuss answers to the reflection questions.
  - b. Suggestions
    - i. What did you learn?
    - ii. Why is learning to ask your own questions important for learning?
    - iii. What did you learn about the content that we are studying?
    - iv. How do you feel now about asking questions?
    - v. What do you like about the work you did?
    - vi. How can you use what you learned about asking questions?