

# EFFECTIVE QUESTIONING TECHNIQUES



# TEACHER QUESTION TECHNIQUES

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Think, pair,  
share

Cold call

Group Answers

Show me  
boards

Bounce/ Say it  
better/ yes,  
and... yes, but...

Lightning  
rounds

Silent  
brainstorming /  
silent  
conversations

'Good'  
questions

Student  
questions



# THINK PAIR SHARE



What does it mean to  
be a good friend?

- This is the key to getting good, well thought through answers to your questions.
- Students practice explaining and use key vocabulary.
- You create a 'security bubble' which increases confidence.
- You get simultaneous generation of answers – less chance of students hiding.
- Two heads are better than one.



# COLD CALL

- Ask a question and give thinking time
- NO HANDS UP! NO CALLING OUT!
- Soft accountability (lower than T-P-S)
- Again, all (or most) of the students are preparing their response.



What is the relative location of Afghanistan?



# GROUP ANSWERS

If you could choose  
one super-power,  
what would it be?



# SHOW ME BOARDS



What does learning  
look like?

- Great to use as an add on to T-P-S or cold calling.
- 'Think time' becomes 'draw/write time'
- Great way to bring variety of answer response in (drawing/writing instead of oral responses)
- Makes questioning more inclusive.
- Great to use with lower levels.
- Great for a clear snapshot of each individual's understanding of a key concept.





# **BOUNCE/ SAY IT BETTER/ YES, AND... YES, BUT...**

- Form groups, ask a question, allocate a time limit.
- Groups should keep notes.
- Each group gives only one answer. The next group repeats the previous answers and adds a new one.
- The students will: listen closely, take notes, volunteer to go first and assign roles



How can we  
make the  
world a  
better place?



# LIGHTNING ROUNDS (SPEED DATING)

What three words best describe your personality? Why did you pick each of these words?

What rule do you think everyone in the world should have to obey? Why?

What does joy feel like? How would you describe joy to someone who has never experienced it?





# SILENT BRAINSTORMING



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# 'GOOD' QUESTIONS

Are you sure?

How do you know?

What do you notice?  
(where students  
compare two things  
or spot errors)

What's the same?  
What's different?

Can you convince  
me?

Is there another way?

Is this always,  
sometimes or never  
true?

Can you imagine?



# STUDENT QUESTIONS

## Rules:

1. Ask as many questions as you can.
2. Do not stop to judge, discuss, edit, or answer any question.
3. Write down every question exactly as it was asked.
4. Change any statements into questions.



What 'good' questions could you ask your students?



# THANK YOU!

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