

## Connecting Through Quality Questioning

2 Semester Hours  
of Graduate Credit



### Accessing the Course

To access your course, you will need an Internet-connected device such as a computer, tablet, or mobile phone. Courses run within the following web browsers:

- Chrome
- Firefox (Extended Releases are not supported)
- Internet Explorer 11 (Windows only)
- Edge (Windows only)
- Safari 10 and 11 (Macintosh only)

For the best experience, please ensure that your browser is up to date.

### Login

1. Go to <https://corwin.instructure.com>
2. Login with the email address and password you used to purchase the course.
3. If you don't remember the password you created, simply click [Forgot Password?](#) to reset it.

### Materials

All required readings and videos are included in the course as digital files, including content from:

Walsh, J. A., & Sattes, B. D. (2011). *Thinking through quality questioning: Deepening student engagement*. Thousand Oaks, CA: Corwin.

Walsh, J. A., & Sattes, B. D. (2017). *Quality questioning: Research-based practice to engage every learner* (2nd ed.). Thousand Oaks, CA: Corwin.

### Course Description

Gain the knowledge and tools to implement a deeper learning experience that develops student metacognitive skills and ensures they take responsibility for their own learning. This course walks you through a quality questioning process derived from cognitive research to facilitate dialogue and improve student outcomes. Learn to integrate effective questioning strategies into your daily practice to energize both teaching and learning.

## Course Objectives

By the end of this course, you will be able to deploy a range of instructional strategies, including:



- Make connections between specific teacher questioning practices and improvement in student thinking and learning.
- Frame quality questions that engage students in thinking and learning.
- Use verbal and nonverbal scaffolds that develop and sustain student thinking.
- Employ questioning practices to enhance the use of in-class formative feedback.
- Plan how to develop student responsibility for increased metacognition and active engagement in classroom questioning and dialogue.
- Develop norms that build a classroom culture of inquiry and collaborative thinking.

## Course Outline

This course is self-paced. However, if you are taking this course for graduate credit, please be aware of the due date of the final assignment, as this must be met in order to receive credit.

## Key Dates

Many students find the courses most rewarding if they work through at a steady pace, setting aside dedicated time to take the course. Completing one module per week is a common goal.

<p><b>Module 1</b></p> 	<p><b>Quality Questioning Overview</b></p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>• understand the relationship among the five components of the quality questioning framework and the improvement of student learning and thinking,</li> <li>• make connections between the development of student metacognitive skills and the five components associated with quality questioning, and</li> <li>• envision how you might use quality questioning practices to create a more student-centered learning environment.</li> </ul>	<p><b>2.5 hrs</b> Typical time to complete</p>
<p><b>Read A</b></p>	<p>A New Framework for Quality Questioning</p>	
<p><b>Watch</b></p>	<p>Shared Responsibility for Learning</p>	
<p><b>Read B</b></p>	<p>Connections: Developing Learner Capacity</p>	
<p><b>Create and Reflect</b></p>	<p>Share Metacognitive Strategies With Students</p>	
<p><b>Discuss</b></p>	<p>Quality Questioning Practices</p>	
<p><b>Quiz</b></p>	<p>Quality Questioning Overview</p>	<p>Graded</p>
<p><b>Reflect</b></p>	<p>Quality Questioning Overview</p>	
<p><b>Module 2</b></p> 	<p><b>Framing Questions: Examining Content and Purpose</b></p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>• explain the importance of using the five dimensions associated with the framing of quality questions during collaborative lesson planning;</li> <li>• use strategies that assist in specification of a content focus for a question that is aligned with learning goals and relevant to learner interest;</li> <li>• explain the importance of the instructional purposes for questions, given the developmental level of your students and the demands of the discipline or subject you teach; and</li> <li>• decide how you can frame questions that help students connect to prior academic knowledge and to out-of-school experience.</li> </ul>	<p><b>2.5 hrs</b> Typical time to complete</p>
<p><b>Read</b></p>	<p>Content Focus and Instructional Purpose</p>	
<p><b>Watch</b></p>	<p>Teacher Planning</p>	
<p><b>Create and Analyze</b></p>	<p>Content Focus and Instructional Function</p>	
<p><b>Dialogue</b></p>	<p>Becoming Intentional With Question Design</p>	
<p><b>Quiz</b></p>	<p>Framing Questions: Examining Content and Purpose</p>	<p>Graded</p>

## Module 3



### Framing Questions: Determining Cognitive Level

After completing this module, you will be able to

- summarize why advanced planning of classroom questions supports higher levels of thinking;
- compare the relative benefits of using the Revised Bloom Taxonomy and Webb's Depth of Knowledge (DOK) to specify the desired cognitive level of a question; and
- use a framework, such as Revised Bloom or DOK, in the framing of quality questions.

**2.5 hrs**  
Typical time to complete

<b>Read</b>	Stipulating Cognitive Level	
<b>Watch</b>	Creating Questions That Work	
<b>Create and Evaluate</b>	Frameworks and Strategies	
<b>Discuss</b>	Investing in Quality Questions	
<b>Quiz</b>	Framing Questions: Determining Cognitive Level	Graded
<b>Project</b>	Providing Writing Feedback	Submit for grading
<b>Reflect</b>	Framing Questions: Determining Cognitive Level	
<b>Update Your Portfolio</b>	Framing Questions: Determining Cognitive Level	

## Module 4



### Framing Questions: Considering Context and Wording

After completing this module, you will be able to

- explain how the framing of a question is affected by the social context in which the question will be asked,
- describe why appropriate wording and syntax are essential to questions that activate student thinking, and
- frame quality questions for a selected lesson using the five factors associated with quality questions.

**2.5 hrs**  
Typical time to complete

<b>Read</b>	Context and Wording	
<b>Watch</b>	Fishbowl	
<b>Discuss</b>	Strategies for Peer Interactions	
<b>Quiz</b>	Considering Context and Wording	Graded
<b>Project</b>	Considering Context and Wording	Submit for grading
<b>Update Your Portfolio</b>	Considering Context and Wording	

## Module 5



### Think Time


Think Time


- describe how to engage students in dialogue about the relationship between thinking and forming responses to questions;
- explain how Think Times 1 and 2 benefit both students and teachers as they engage in thinking and learning through quality questioning;
- plan how to teach your students about your expectations for (a) their use of Think Times 1 and 2, and (b) their readiness to respond to all questions; and
- consider how you can provide opportunities for students to practice Think Time behaviors and receive peer and teacher feedback.


**2.5 hrs**  
Typical time to complete

<b>Read</b>	Learning About Think Times	
<b>Watch A</b>	Think Times Modeled	
<b>Watch B</b>	Discussion Norms	


<b>Check Your Knowledge</b>	Student Assessment	
<b>Observe and Evaluate</b>	Using Think Times	
<b>Dialogue</b>	Adopting New Norms	
<b>Quiz</b>	Think Time	Graded
<b>Reflect</b>	Think Time	


<b>Module 6</b> 	<b>Scaffolding to Make Thinking Visible</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• explain the value of scaffolding in surfacing student thinking and extending classroom dialogue,</li> <li>• differentiate between scaffolding during recitation (when building surface knowledge) and scaffolding when engaging students in higher-level thinking to develop deep knowledge,</li> <li>• plan follow-up questions to scaffold students' learning in their zone of proximal development, and</li> <li>• identify a minimum of two specific strategies to use in your classroom in support of your efforts to make student thinking visible.</li> </ul>		<b>2.5 hrs</b> Typical time to complete
	<b>Read</b>	Scaffolding and Visible Thinking	
	<b>Watch</b>	Scaffolding	
	<b>Create and Reflect</b>	A Plan for Thoughtfulness	
	<b>Discuss</b>	Visible Thinking	
	<b>Quiz</b>	Scaffolding to Make Thinking Visible	Graded


<b>Module 7</b> 	<b>Questioning as Formative Assessment</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• formulate questions that can be used to assess student learning at different stages, and</li> <li>• describe how to use student responses as feedback in deciding where to move next in the lesson.</li> </ul>		<b>2.5 hrs</b> Typical time to complete
	<b>Read A</b>	Questioning Provides Feedback	
	<b>Watch</b>	What Is Effective Feedback?	
	<b>Read B</b>	Learner Connection to Feedback	
	<b>Observe and Reflect</b>	Collaborative Planning	
	<b>Quiz</b>	Questioning as Formative Assessment	Graded
<b>Reflect</b>	Questioning as Formative Assessment		

<b>Module 8</b> 	<b>Providing Feedback to Students</b> After completing this module, you will be able to <ul style="list-style-type: none"> <li>• describe the characteristics of formative feedback that enable students to address knowledge or skill gaps at different stages of learning;</li> <li>• make connections between student metacognition and their use of formative feedback;</li> <li>• create a plan to enhance the use of formative feedback, including student-to-teacher and teacher-to-student; and</li> <li>• identify tech-supported strategies that you can use to secure feedback from your students to inform next instructional moves.</li> </ul>		<b>2.5 hrs</b> Typical time to complete
	<b>Read</b>	Effective Feedback to Students	
	<b>Watch</b>	Teacher Use of Formative Feedback	
	<b>Discuss</b>	Characteristics of Effective Feedback	

<b>Quiz</b>	Providing Feedback to Students	Graded
<b>Project</b>	Providing Feedback to Students	Submit for grading
<b>Update Your Portfolio</b>	Providing Feedback to Students	

 <p><b>Module 9</b></p>	<h3>Developing Response-Ability</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>select from a range of response structures those that would be effective in developing your students' accountability and promoting equitable participation during dialogue in your class,</li> <li>plan how to increase your students' capacity to develop and ask their own questions, and</li> <li>make connections between a continued focus on the strengthening of student metacognitive strategies and their development of response-ability.</li> </ul>		<p><b>2.5 hrs</b> Typical time to complete</p>
	<b>Read</b>	Student Ownership	
	<b>Watch</b>	Shared Responsibility	
	<b>Create and Reflect</b>	Equitable Participation	
	<b>Discuss</b>	Strategies	
	<b>Quiz</b>	Developing Response-Ability	

 <p><b>Module 10</b></p>	<h3>Collaborative Learning and Discussion</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>identify the hallmarks of collaborative learning, including techniques that develop student ability to engage with their peers in this process;</li> <li>assess the extent to which your students are currently engaging in collaborative learning and discussion;</li> <li>identify strategies and structures to strengthen your students' skills and commitment to learning with and from one another; and</li> <li>plan for a collaborative discussion aligned with a specific learning goal for a selected group of your students.</li> </ul>		<p><b>2.5 hrs</b> Typical time to complete</p>	
	<b>Read</b>	Developing Student Response-Ability		
	<b>Watch A</b>	Shared Responsibility		
	<b>Watch B</b>	Discussion Strategy		
	<b>Explore</b>	Tips and Tricks		
	<b>Quiz</b>	Collaborative Learning		Graded
	<b>Project</b>	Collaborative Learning		Submit for grading
	<b>Update Your Portfolio</b>	Collaborative Learning and Discussion		

 <p><b>Module 11</b></p>	<h3>A Culture for Thinking</h3> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> <li>create a vision for the culture for student thinking and questioning that you imagine for your classroom,</li> <li>decide which shifts in teacher–student role and relationships and student–student role and relationships would contribute to the classroom culture you've envisioned,</li> <li>determine the explicit classroom norms that could provide a strong foundation for the classroom culture you wish to create in partnership with your students, and</li> <li>identify the habits of mind that you will intentionally model for your students as you engage with them in this culture-building process.</li> </ul>		<p><b>2.5 hrs</b> Typical time to complete</p>
	<b>Read</b>	Creating a Culture	
	<b>Watch A</b>	Partnering With Students	

<b>Watch B</b>	Creating Questions	
<b>Create and Reflect</b>	Plan of Action	
<b>Discuss</b>	Redefining Roles and Responsibilities	
<b>Dialogue</b>	All Learners Benefit	
<b>Quiz</b>	A Culture for Thinking	Graded
<b>Reflect</b>	A Culture for Thinking	
<b>Course Capstone</b>		
<b>Final Project</b>	Deeper Learning With Quality Questioning	Submit for grading
<b>Final Reflect</b>	Deeper Learning With Quality Questioning	
<b>Update Your Portfolio</b>	Feedback to Move Writers Forward	

### InTASC Standards Alignment

Our courses have been aligned to the InTASC Model Core Teaching Standards that outline what all teachers across all content and grade levels should know and be able to do to be effective in today's learning contexts. You can also view alignment to other popular frameworks [here](#).

<b>Standard</b>	<b>Modules</b>
Standard 1: Learner Development	1, 7, 9, 10
Standard 2: Learning Differences	2, 3, 4, 7, 10
Standard 3: Learning Environments	1, 2, 4, 6, 7, 9, 10, 11
Standard 4: Content Knowledge	2, 6, 7, 8, 9, 10
Standard 5: Application of Content	2, 3, 8, 9, 10
Standard 6: Assessment	6, 7, 9
Standard 7: Planning for Instruction	2, 3, 4, 5, 7, 8, 10
Standard 8: Instructional Strategies	2, 3, 4, 7, 9, 10
Standard 9: Professional Learning and Ethical Practice	2, 10, 11
Standard 10: Leadership and Collaboration	11

### Course Policies

#### Grading Policy and Rubric

<b>Component(s)</b>	<b>Percentage of Final Grade</b>
Final Project	45%
Module Projects	35%
Module Quizzes	20%