

Connecting Through Quality Questioning

3 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>Module 1</p> 	<p>Quality Questioning Overview</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • understand the relationship among the five components of the quality questioning framework and the improvement of student learning and thinking, • make connections between the development of student metacognitive skills and the five components associated with quality questioning, and • envision how you might use quality questioning practices to create a more student-centered learning environment. 	<p>3.5 hrs Typical time to complete</p>
<p>Read A</p>	<p>A New Framework for Quality Questioning</p>	
<p>Watch</p>	<p>Shared Responsibility for Learning</p>	
<p>Read B</p>	<p>Connections: Developing Learner Capacity</p>	
<p>Create and Reflect</p>	<p>Share Metacognitive Strategies With Students</p>	
<p>Discuss</p>	<p>Quality Questioning Practices</p>	
<p>Quiz</p>	<p>Quality Questioning Overview</p>	<p>Graded</p>
<p>Reflect</p>	<p>Quality Questioning Overview</p>	
<p>Update Your Portfolio</p>	<p>Quality Questioning Overview</p>	
<p>Module 2</p> 	<p>Framing Questions: Examining Content and Purpose</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • explain the importance of using the five dimensions associated with the framing of quality questions during collaborative lesson planning; • use strategies that assist in specification of a content focus for a question that is aligned with learning goals and relevant to learner interest; • 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 • decide how you can frame questions that help students connect to prior academic knowledge and to out-of-school experience. 	<p>3.5 hrs Typical time to complete</p>
<p>Focus</p>	<p>Goal Setting</p>	
<p>Read</p>	<p>Content Focus and Instructional Purpose</p>	

Watch	Teacher Planning	
Examine	The Potential of Classroom Questioning	
Create and Analyze	Content Focus and Instructional Function	
Discuss	Helping Students Make Connections	
Dialogue	Becoming Intentional With Question Design	
Quiz	Framing Questions: Examining Content and Purpose	Graded
Reflect	Benefits of Quality Questions	
Update Your Portfolio	Framing Questions: Examining Content and Purpose	

 <p>Module 3</p>	<p>Framing Questions: Determining Cognitive Level</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • 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. <p style="text-align: right;">3.5 hrs Typical time to complete</p>
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Read	Stipulating Cognitive Level	
Watch	Creating Questions That Work	
Check Your Knowledge	Cognitive Processing	
Create and Evaluate	Frameworks and Strategies	
Discuss	Investing in Quality Questions	
Explore	Peer Ideas About Quality Questions	
Dialogue	Webb’s Depth of Knowledge	
Quiz	Framing Questions: Determining Cognitive Level	Graded
Project	Providing Writing Feedback	Submit for grading
Reflect	Framing Questions: Determining Cognitive Level	
Update Your Portfolio	Framing Questions: Determining Cognitive Level	

 <p>Module 4</p>	<p>Framing Questions: Considering Context and Wording</p> <p>After completing this module, you will be able to</p> <ul style="list-style-type: none"> • 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. <p style="text-align: right;">3.5 hrs Typical time to complete</p>
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Focus	Strategies and Social Context	
Read	Context and Wording	
Watch	Fishbowl	
Analyze and Evaluate	Questions and Social Context	
Discuss	Strategies for Peer Interactions	
Dialogue	Testing Questions in Advance	
Quiz	Considering Context and Wording	Graded
Project	Considering Context and Wording	Submit for grading
Reflect	Considering Context and Wording	
Update Your Portfolio	Considering Context and Wording	

Module 5



Think Time

After completing this module, you will be able to

- 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.

3.5 hrs
Typical time to complete

Read	Learning About Think Times	
Watch A	Think Times Modeled	
Watch B	Discussion Norms	
Check Your Knowledge	Student Assessment	
Observe and Evaluate	Using Think Times	
Discuss	Develop Ideas About Think Time	
Dialogue	Adopting New Norms	
Quiz	Think Time	Graded
Reflect	Think Time	
Update Your Portfolio	Think Time	

Module 6



Scaffolding to Make Thinking Visible

After completing this module, you will be able to

- explain the value of scaffolding in surfacing student thinking and extending classroom dialogue,
- differentiate between scaffolding during recitation (when building surface knowledge) and scaffolding when engaging students in higher-level thinking to develop deep knowledge,
- plan follow-up questions to scaffold students' learning in their zone of proximal development, and
- identify a minimum of two specific strategies to use in your classroom in support of your efforts to make student thinking visible.

3.5 hrs
Typical time to complete

Focus	Prompting Student Thinking	
Read	Scaffolding and Visible Thinking	
Watch	Scaffolding	
Examine	Student-Driven Learning	
Create and Reflect	A Plan for Thoughtfulness	
Discuss	Visible Thinking	
Explore	Scaffolding and Visible Thinking	
Quiz	Scaffolding to Make Thinking Visible	Graded
Reflect	Scaffolding to Make Thinking Visible	
Update Your Portfolio	Scaffolding to Make Thinking Visible	

Module 7



Questioning as Formative Assessment

After completing this module, you will be able to

- formulate questions that can be used to assess student learning at different stages, and
- describe how to use student responses as feedback in deciding where to move next in the lesson.

3.5 hrs
Typical time to complete

Focus	Feedback as Teaching Tool	
Read A	Questioning Provides Feedback	
Watch	What Is Effective Feedback?	
Read B	Learner Connection to Feedback	
Examine	Case Study on Formative Feedback	
Check Your Knowledge	Student Assessment	
Observe and Reflect	Collaborative Planning	
Discuss	Getting Student Feedback	
Dialogue	Feedback From All Students	
Quiz	Questioning as Formative Assessment	Graded
Reflect	Questioning as Formative Assessment	
Update Your Portfolio	Questioning as Formative Assessment	

Module 8



Providing Feedback to Students

After completing this module, you will be able to

- describe the characteristics of formative feedback that enable students to address knowledge or skill gaps at different stages of learning;
- make connections between student metacognition and their use of formative feedback;
- create a plan to enhance the use of formative feedback, including student-to-teacher and teacher-to-student; and
- identify tech-supported strategies that you can use to secure feedback from your students to inform next instructional moves.

3.5 hrs
Typical time to complete

Focus	Setting Feedback Goals	
Read	Effective Feedback to Students	
Watch	Teacher Use of Formative Feedback	
Examine	Technology and Visible Learning	
Create and Evaluate	Templates for Questioning	
Discuss	Characteristics of Effective Feedback	
Explore	Technology and Formative Assessment	
Quiz	Providing Feedback to Students	Graded
Project	Providing Feedback to Students	Submit for grading
Reflect	Providing Feedback to Students	
Update Your Portfolio	Providing Feedback to Students	

Module 9



Developing Response-Ability

After completing this module, you will be able to

- 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,
- plan how to increase your students' capacity to develop and ask their own questions, and
- make connections between a continued focus on the strengthening of student metacognitive strategies and their development of response-ability.

3.5 hrs
Typical time to complete

Focus	Student Skills	
Read	Student Ownership	
Watch	Shared Responsibility	
Examine	More on Student Questioning	
Check Your Knowledge	A Desire to Know	
Create and Reflect	Equitable Participation	
Discuss	Strategies	
Explore	Student Questioning	
Quiz	Developing Response-Ability	Graded
Reflect	Developing Response-Ability	
Update Your Portfolio	Developing Response-Ability	

Module 10



Collaborative Learning and Discussion

After completing this module, you will be able to

- identify the hallmarks of collaborative learning, including techniques that develop student ability to engage with their peers in this process;
- assess the extent to which your students are currently engaging in collaborative learning and discussion;
- identify strategies and structures to strengthen your students' skills and commitment to learning with and from one another; and
- plan for a collaborative discussion aligned with a specific learning goal for a selected group of your students.

3.5 hrs
Typical time to complete

Focus	Response-Ability and Self Efficacy	
Read	Developing Student Response-Ability	
Watch A	Shared Responsibility	
Watch B	Discussion Strategy	
Analyze	Student Responsibilities	
Discuss	Facilitating Discussion	
Explore	Tips and Tricks	
Quiz	Collaborative Learning	Graded
Project	Collaborative Learning	Submit for grading
Reflect	Collaborative Learning	
Update Your Portfolio	Collaborative Learning and Discussion	

Module 11



A Culture for Thinking

After completing this module, you will be able to

- create a vision for the culture for student thinking and questioning that you imagine for your classroom,
- decide which shifts in teacher–student role and relationships and student–student role and relationships would contribute to the classroom culture you’ve envisioned,
- 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
- identify the habits of mind that you will intentionally model for your students as you engage with them in this culture-building process.

3.5 hrs

Typical time to complete

Read	Creating a Culture	
Watch A	Partnering With Students	
Watch B	Creating Questions	
Check Your Knowledge	Roles and Relationships	
Create and Reflect	Plan of Action	
Discuss	Redefining Roles and Responsibilities	
Dialogue	All Learners Benefit	
Quiz	A Culture for Thinking	Graded
Reflect	A Culture for Thinking	
Update Your Portfolio	A Culture for Thinking	
Course Capstone		
Final Project	Deeper Learning With Quality Questioning	Submit for grading
Final Exam	Deeper Learning With Quality Questioning	Graded
Final Reflect	Deeper Learning With Quality Questioning	
Update Your Portfolio	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](#).

Standard	Modules
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

Component(s)	Percentage of Final Grade
Final Project	40%
Final Exam	20%
Module Projects	30%
Module Quizzes	10%