

Quest(ioning) for Success

Goals: Gain increased awareness of the impact of our questions
Increase our repertoire of questions
Know when to use different kinds of questions to accomplish different goals/levels of learning.

Participants will be able to: Devise questions on the Akeda story.
Apply Revised Bloom's Taxonomy to their questions.
Adapt a lesson to incorporate different levels of questions.

Supplies: Handouts, Text Study, posterpaper, sticky notes, pens.

Introduction (5-10): Thank you!

Story: "Izzie, did you ask a good question today?"

Asking good questions makes him a scientist. Makes us educators. Enables learners to learn. Not only unlock knowledge, but also engage learners in the material. To make it their own. Enable and empower students to grow by challenging them to answer the question.

Questions are key to our quest to help learners find meaning in Judaism.

Driving Question for today: What kinds of questions do we use to accomplish our learning goals?

Activity (10): Akeda story: In hevruta, come up with as many questions as you can. Write on post its.

Content (5-10): [handout] Review Bloom's taxonomy of questions. Who has seen it before? Great! It's a constant discipline, reminders to apply what we know in theory to practice.

Revised Bloom's Taxonomy (2001) for 21st century learning. We will focus on cognitive process dimension, there is also a knowledge dimension.

Different questions accomplish different goals: remembering- knowledge/fact recall, understanding - make sense of the knowledge, applying-apply knowledge to a new situation, analyzing- break it down how relate parts to one another and to overall structure, evaluate- make judgements, creating-form a new whole from the parts (what we do in PBL!)

Questions?

Here's an example lesson from the material we just learned (the Akedah).

Driving Question: When should we sacrifice what we love for a higher cause?

Remembering: Who did God command Abraham to sacrifice?

Understanding: Explain why Abraham almost sacrificed Isaac.

Applying: When do people sacrifice someone dear to them today? I.e. military

Analyzing: Reasons why Abraham should and should not sacrifice his son.

Evaluating: Was Abraham right to be willing to sacrifice his son for God?

Creating: Write a guidebook as to when we can sacrifice those we love (project)

The goal is to scaffold questions to enable students to answer the driving question.

Some notes for myself on Bloom's Taxonomy:

- **Remembering:** Retrieving, recognizing, and recalling relevant knowledge from long-term memory.
- **Understanding:** Constructing meaning from oral, written, and graphic messages through interpreting, exemplifying, classifying, summarizing, inferring, comparing, and explaining.
- **Applying:** Carrying out or using a procedure through executing, or implementing.
- **Analyzing:** Breaking material into constituent parts, determining how the parts relate to one another and to an overall structure or purpose through differentiating, organizing, and attributing.
- **Evaluating:** Making judgments based on criteria and standards through checking and critiquing.
- **Creating:** Putting elements together to form a coherent or functional whole; reorganizing elements into a new pattern or structure through generating, planning, or producing.

(Anderson & Krathwohl, 2001, pp. 67-68), Mary Forehand, UGA,

http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy

Remember: Describe where Goldilocks lived.

Understand: Summarize what the Goldilocks story was about.

Apply: Construct a theory as to why Goldilocks went into the house.

Analyze: Differentiate between how Goldilocks reacted and how you would react in each story event.

Evaluate: Assess whether or not you think this really happened to Goldilocks.

Create: Compose a song, skit, poem, or rap to convey the Goldilocks story in a new form.

Although this is a very simple example of the application of Bloom's taxonomy the author is hopeful that it will demonstrate both the ease and the usefulness of the Revised Taxonomy Table.

http://epltt.coe.uga.edu/index.php?title=Bloom%27s_Taxonomy

Application (5-10): Identify which of your questions enable students to meet each cognitive process. Place on the posterboards.

Which did we have the most of? Why?
Which do we use most in our teaching?

Standard education: most questions revolve around knowledge (remember, understand). Goal is to go beyond remembering/understanding questions and rise to application/analysis/evaluate/create. These questions push students to find meaning in what they learn: to apply it to their lives, to state their own opinion, to delve into material and to create something new of their own.

Adapt a Lesson/Unit (15): Now we will adapt a lesson you are working to incorporate different levels of questions

[if short on time summarize] To guide us let us read part of a classic article on teacher questions.

Read Gall passage. Summarize: the key to effective questions is to identify the teaching objectives. Questions enable students to reach each objective. P'shita! That's obvious. But it's a hard discipline to implement. Takes practice.

Different approaches to pick questions and to put questions in a sequence. Build up to higher levels of thinking? Socratic/probing? Any others?

Task (10): Take a lesson you are working on.

What is the driving question (authentic/relevant/challenging).
What questions will enable learners to answer that question?
What project could students undertake to answer that question and present it to others?
How can you add questions to drive learners to different ways of thinking?
How could you challenge them in their projects to apply/analyze/evaluate/create?

Closure (5) Regroup and share lessons:

How did the questions in your lesson compare to those you asked of the text?

Did they appeal to multiple learning styles? Scaffold the material?

Did they challenge students to answer the question in a relevant way?

Thank you!