

Asking Effective Questions:

Collated by Mishaal Surti – Mishaal.surti@ontario.ca

Based on the work by Dr. Marian Small

How to Open Questions:

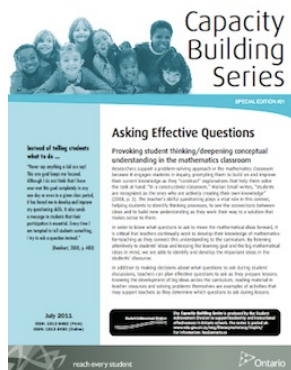
Strategy:	Example:
Begin with the answer. Ask for the question.	The solution to a 2 step equation is $x = 4$. What could the original equation be?
Ask for similarities and differences.	Which of the following equations are the most similar? $y = 2x + 3$, $y = 3x + 3$, $y = -2x + 3$
Leave certain information out of the problem, e.g. omit numbers.	The vectors $\langle 2, -4, 5 \rangle$ and $\langle 3, _, _ \rangle$ are perpendicular. What could the 2 nd vector be?
Provide several numbers and math words; the student must create a sentence using all the numbers and words.	Create a statement that uses the words and range, greater, sin, 45° .
Use “soft” language.	A very steep line goes through the point (2, 3). What could the equation of the line be?

Creating Parallel Tasks:

- Begin with a task that will be the right level of difficulty for many students, but might cause problems for some.
- Adjust the original task to create alternatives that are similar but simpler (or more complex).
- Develop a set of common questions to be asked of all students regardless of the task they selected.

Common Debrief Questions:

- What did you find the most difficult?
- What strategies did you use?
- How did your questions look the same & different from another group?
- What was the same & different between your questions and those from another task?



For more ideas, check out the Capacity Building Series on “Asking Effective Questions” and “More Good Questions”

http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf

