

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

TOOLBOX ATTENDANCE FORM

**Title of
today's session:**

**How do teachers
question students?**

C1.3a



Name of Facilitator:
Hajah Nor Irniwati
binti Haji Ismail

DIALOGIC TEACHING

How do teachers question students? C1.3a

Cikgu Hjh Nor Irniwati Hj Ismail
Lead Trainer

Brunei Darussalam Leadership and Teacher Academy

13th February 2025

TODAY →



Bil	Hari & Tarikh	Jam	Tajuk Modul	Tempat
1.	Hari Isnin, 10 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Introduction to Teaching for Mastery (TfM)	Secara dalam talian (Online Melalui MS Teams) *pautan akan dikongsikan dalam laman Live EPS linktr.ee/bdltaeps
2.	Hari Rabu, 12 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C2.2 & 2.3b Lesson Planning and Structuring - How do teachers plan for progress in learning? & How do teachers structure and use time in lessons?	
3.	Hari Khamis, 13 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3a Teaching content dialogically – How do teachers questions students	
4.	Hari Selasa, 18 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3b Teaching content dialogically - What questions do teachers ask?	
5.	Hari Khamis, 20 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3c Teaching content dialogically – How do teachers respond to students' answer?	
6.	Hari Selasa, 25 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C1.3d Teaching content dialogically – How do teachers engage the whole class?	
7.	Hari Khamis, 27 Feb 2025	1.45 ptg – <i>Roll Call</i> 2.00 ptg - 3.30 ptg (1½ jam)	Module C2.4 – Designing effective learning task: How do teachers use textbooks and other resources?	

Important Reminders for EPS–binar Participants

1. Mute Your Microphone:

- Keep your microphone muted when not speaking to avoid background noise and distractions.

2. Use the MTeams Chat Feature:

- Utilise the chat function to ask questions or make comments without interrupting the presenter.

3. Be an Active Participant:

- Engage with the content by asking questions, participating in polls and contributing to discussions.

4. Take Notes:

- Take some notes to help retain the information, but don't feel pressured to write down everything.

5. Stay Until the End:

- Please stay until the end of the session to get the full benefit of the content and discussions.

6. Minimize Distractions:

- Find a quiet space and minimize distractions to focus fully on the webinar.

Important Reminders for EPS-binar Participants

7. Enjoy and Engage:

- Make the most tasks and opportunities presented. Your active participation will enrich your learning experience.

8. Content Relevance:

- This webinar session is designed to cater to the majority of participants who are Brunei Malay and some who are teaching subjects such as *Bahasa Melayu* (Malay Language), *Sastera* (Malay Literature), *Pengetahuan Ugama Islam* (Islamic Religious Knowledge), and *Melayu Islam Beraja* (MIB - Malay Islamic Monarchy). We aim to provide content and examples that are culturally relevant and beneficial to your teaching practice.

9. Specific Focus:

- This webinar is tailored exclusively for participants seeking a comprehensive understanding of the expectations for **Band 5 in rubric C1.3a**.
- The trainer aims to deliver **focused, high-value content without wasting anyone's time.**
- *If you are already familiar with these expectations, your attendance may not be necessary.*

DIALOGIC TEACHING

C1.3a

how do teachers question students?
bagaimana guru menyoal pelajar?

C1.3b

what questions do teachers ask?
apakah jenis soalan yang diajukan oleh guru?

C1.3c

how do teachers respond to students' answers?
bagaimana guru merespons terhadap jawapan pelajar?

C1.3d

how do teachers engage the whole class?
bagaimana guru melibatkan pelajar secara menyeluruh?



Today's PD Agenda

2.10pm Recital of Surah Al Fatihah

State PD objectives

Starter Activity (10mins)

PD Objective 1 (20mins)

PD Objective 2 (20mins)

PD Objective 3 (20 mins)

3.10 – 3.20pm Plenary (10mins)

3.20 – 3.30pm QA and Feedback



To use full range of strategies for targeting questions



To Train Teachers How to Choose a Strategy based on the purpose of the question they are asking and students' prior achievements.



To State Reasons for various Questioning Strategies

C 1.3a



Promote Learning through a Questioning and Reflective Attitude

Please refer to BTS-TPA 2.0 Part C Focus Area 1.3a

Focus Area	Guiding Questions	Unsatisfactory 1	Satisfactory 2	Good 3	Very Good 4	Excellent 5
C1.3a Promote Learning through a Questioning and Reflective Attitude	Teaching content dialogically: how do teachers question students?	Teachers encourage chorsing by asking mostly untargeted questions for students in the class to shout out answers.	Although teachers occasionally encourage chorsing, they increasingly target questions using one strategy, such as encouraging students to volunteer answers individually.	Teachers discourage chorsing. They use a range of strategies, such as asking students to volunteer answers or asking specific questions of targeted students.	Teachers target questions effectively using the full range of strategies: asking students to volunteer answers; asking specific questions of targeted students; using mini-whiteboards, etc.	Teachers target questions effectively using the full range of strategies. Their choice of strategy is based on the purpose of the question they are asking and students' prior achievements.

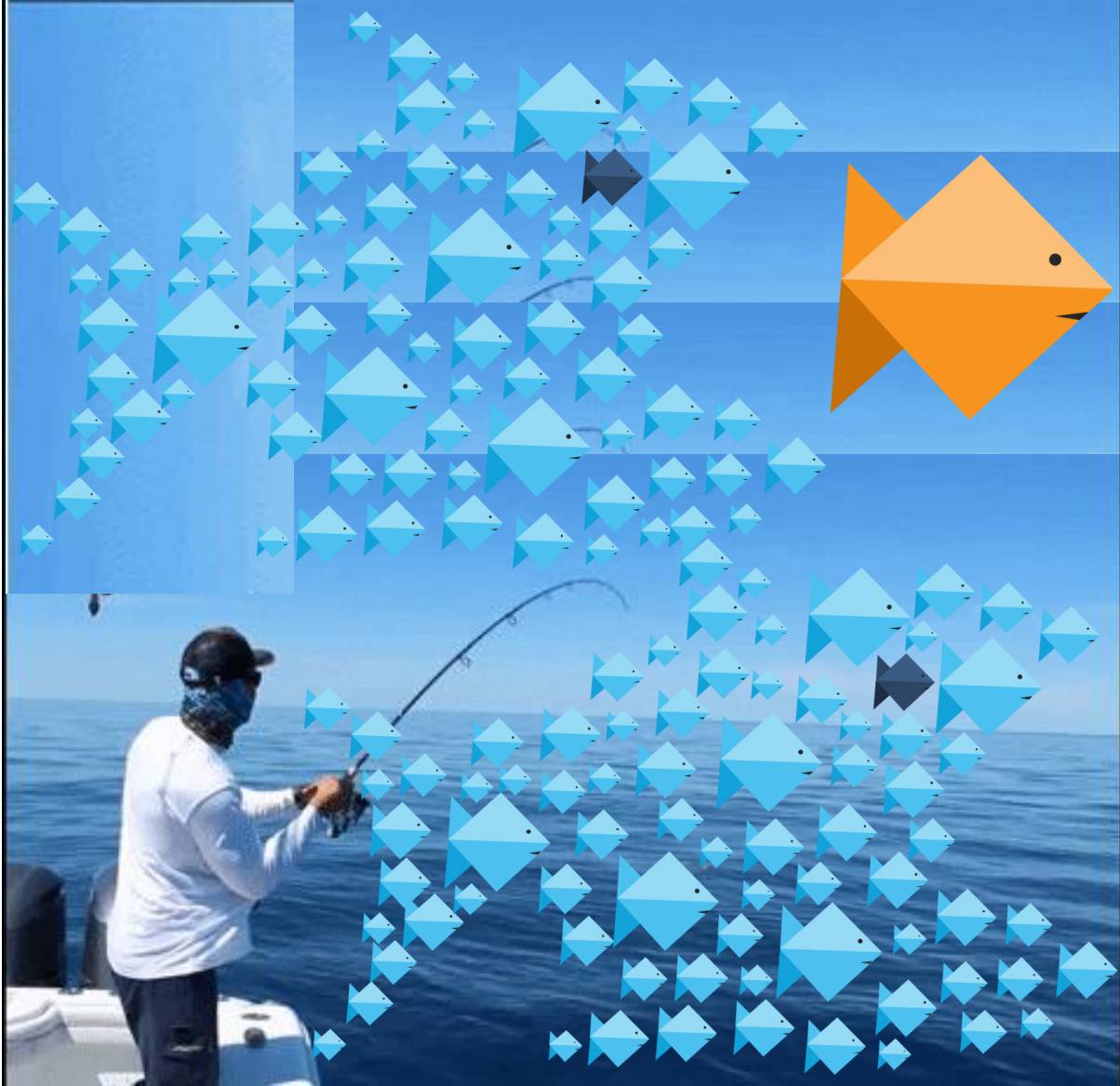
STARTER ACTIVITY

[Type your responses in the MS Teams Chatbox]

STARTER ACTIVITY

What are the primary goals of a teacher during a lesson and a fisherman while fishing?

**What are the primary goals of a teacher during a lesson
and a fisherman while fishing?**

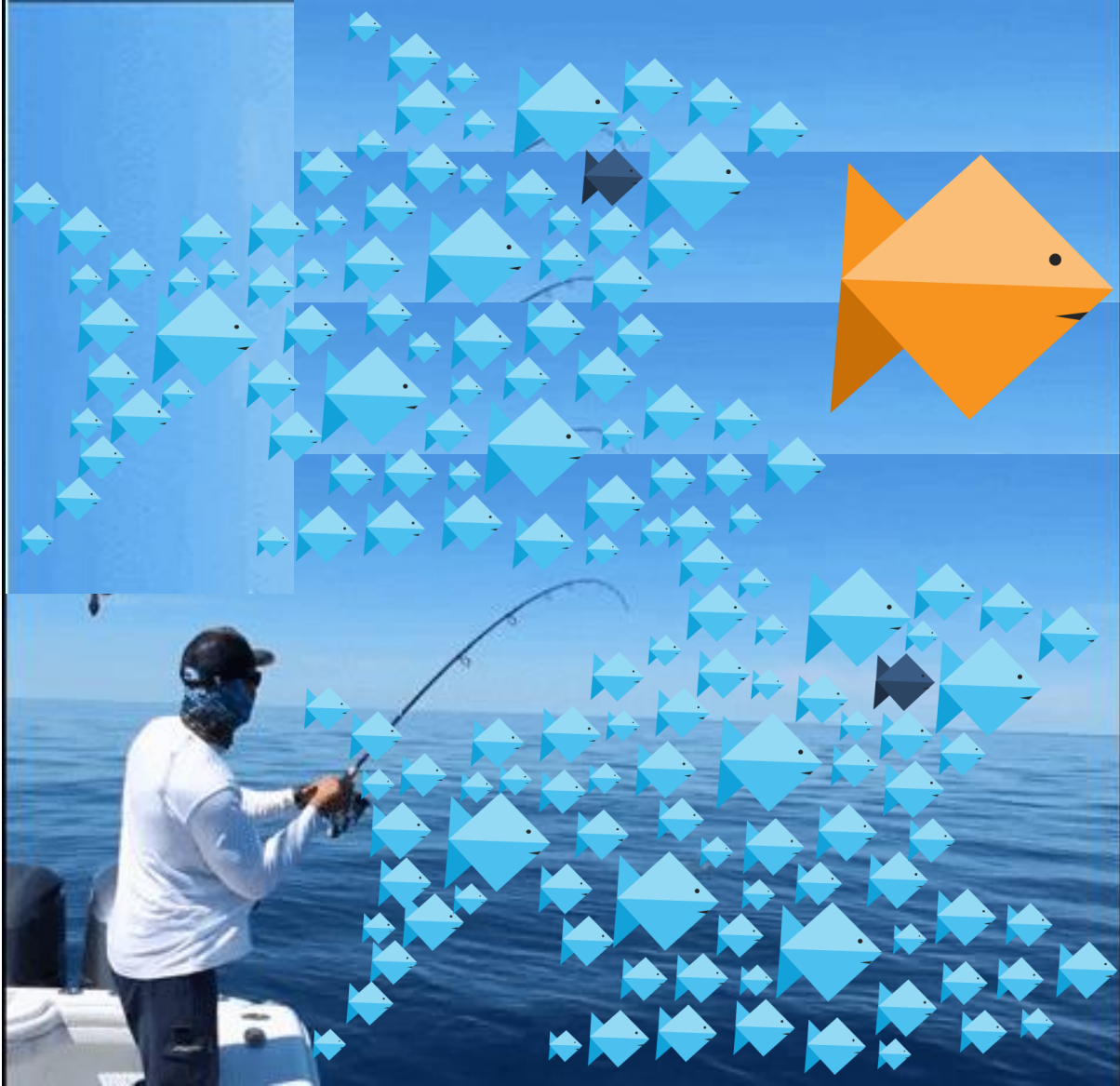


STARTER ACTIVITY

Read and discuss participants' responses
in the MS Teams Chatbox

Similarly, the goal of a teacher in their lesson is to catch as many words as possible from their students while ensuring all students engage in dialogic learning.

The goal of a fisherman is to catch as many fish as possible!



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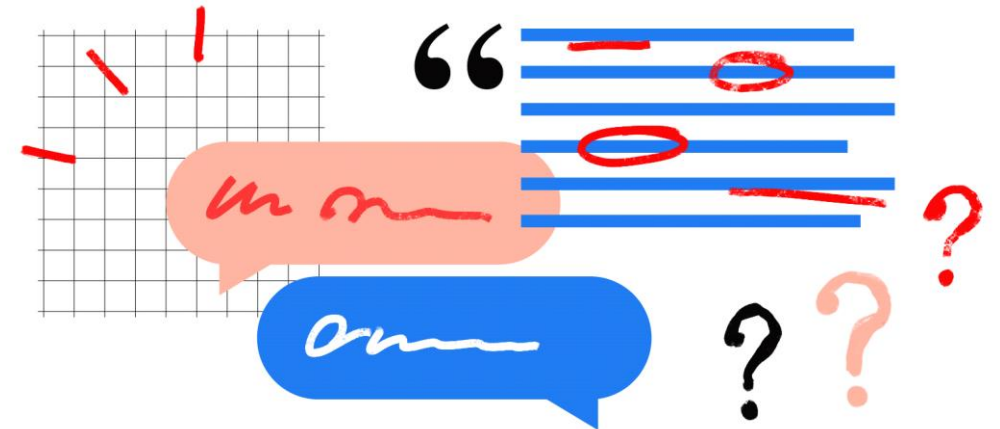
**How do teachers
question students?
C1.3a**



Name of Facilitator:
Hajah Nor Irniwati
binti Haji Ismail

PD Objective 1

To use full range of strategies for targeting questions



Promote Learning through a Questioning and Reflective Attitude

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Teaching content dialogically: how do teachers question students?	Teachers encourage chorsing by asking mostly untargeted questions for students in the class to shout out answers.				

Promote Learning through a Questioning and Reflective Attitude

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Teaching content dialogically: how do teachers question students?	Teachers encourage choring by asking mostly untargeted questions for students in the class to shout out answers.	Although teachers occasionally encourage choring , they increasingly target questions using one strategy , such as encouraging students to volunteer answers individually.			

Promote Learning through a Questioning and Reflective Attitude

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Promote Learning through a Questioning and Reflective Attitude

Please refer to BTS-TPA 2.0 Part C Focus Area 1.3a

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Promote Learning through a Questioning and Reflective Attitude

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Some **examples** of
useful questioning strategies

Example:

Using **FULL RANGE** of strategies by



Do you ask your students....

individually?

in pairs?

in small groups?

addressing
the whole class?



Multiple
choice



Word cloud



Q&A



Clickable
image



Survey



Open-ended



Competition



More

Donut chart

Icebreaker

Upvote

Leader
board

Emotion
scale

Presentatio
n feedback

Spotlight

Retro
spective

Assign team

Discussion

Brainstorm

Ranking

Select on
map

Short
answer

Bulletin
board

2x2 matrix

Questioning Techniques

1. **Think-Pair-Share:** Give students time to individually think about a question, discuss their thoughts with a partner, and then share their ideas with the class.
2. **Fishbowl Discussion:** Select a small group of students to discuss a question in the center of the classroom while the rest of the class observes.
3. **Gallery Walk:** Post questions around the classroom and have students move around to read and respond to each question.
4. **Question Cubes:** Use dice with different types of questions written on each side, and have students roll the dice to determine which type of question they will answer.
5. **Question Cards:** Provide students with cards containing different question stems or prompts, and have them choose a card to answer.
6. **Round Robin:** Go around the classroom, giving each student a turn to respond to a question in order.
7. **Snowball Discussion:** Start with a small-group discussion, then have groups join together to share their ideas with a larger group.
8. **Exit Tickets:** At the end of the lesson, ask students to write a response to a question on a small slip of paper as they leave the classroom.
9. **Role Play:** Assign students different roles related to a question or scenario, and have them act out their responses.
10. **Hot Seat:** Select one student to sit in the "hot seat" and answer questions from their classmates.

11. **Expert Groups:** Divide students into small groups, assign each group a different question to research and become experts on, then have them share their findings with the class.
12. **Q&A Relay:** Divide the class into teams and have them compete to answer questions relay-style, with one member running to the board to write their team's answer.
13. **Mind Mapping:** Have students create visual representations of their responses to a question using a mind map.
14. **Silent Discussion:** Have students write their responses to a question on sticky notes and then silently walk around the room to read and respond to their classmates' notes.
15. **Graffiti Wall:** Cover a wall with paper and have students write their responses to a question, allowing for visual representation and collaboration.
16. **Jigsaw Discussion:** Break the class into small groups, assign each group a different aspect of a question to research, then have them share their findings with the whole class.
17. **KWL Chart:** Have students fill out a chart with what they know (K), what they want to know (W), and what they learned (L) related to a question.
18. **Question of the Day:** Start each class with a different question for students to think about and discuss.
19. **One-Minute Paper:** Ask students to write a brief response to a question within a time limit.
20. **Role Playing:** Assign students roles related to a question and have them act out responses.

21. **Interactive Polls:** Use technology for real-time polling on questions to gauge student opinions.
22. **Roundtable Discussion:** Conduct a discussion where each student has a turn to respond to a question.
23. **Mnemonic Devices:** Have students create mnemonic devices to remember key information related to a question.
24. **Peer-Generated Questions:** Encourage students to generate questions for their peers based on the lesson.
25. **Predict-Observe-Explain:** Engage students in predicting outcomes, observing, and explaining results related to a question.
26. **3-2-1 Reflection:** Ask students to share 3 things they learned, 2 things they found interesting, and 1 question they still have.
27. **Venn Diagrams:** Have students use Venn diagrams to compare and contrast elements related to a question.
28. **Learning Stations:** Set up stations with different questions for students to explore and respond to.
29. **Story Retelling:** Ask students to retell a concept or lesson in the form of a story to reinforce understanding.
30. **Chalk Talk:** Silent discussion where students write responses on a large shared space like a chalkboard or paper.

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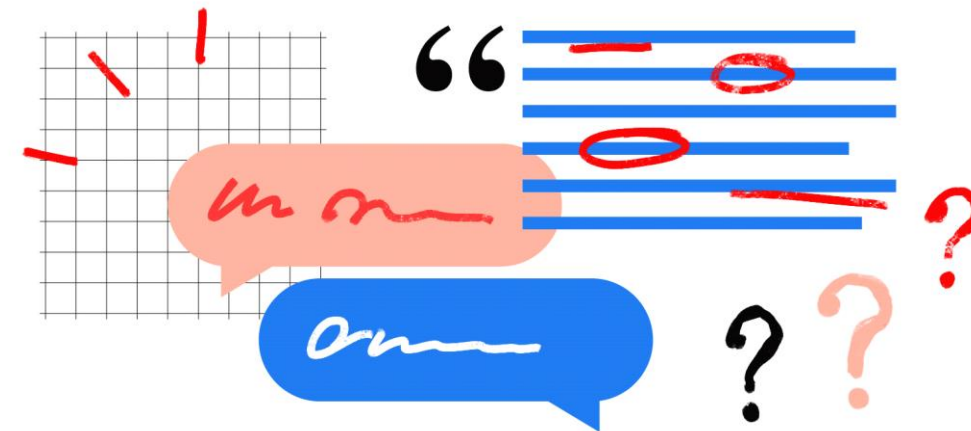
**How do teachers
question students?
C1.3a**



Name of Facilitator:
Hajah Nor Irniwati
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PD Objective 2

To Train Teachers How to Choose a Strategy based on the purpose of the question they are asking and students' prior achievements.



Promote Learning through a Questioning and Reflective Attitude

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**Choosing a strategy based on the purpose of the question they are asking and
 students' prior achievements.**

[Tick where necessary]

	LA-MA-HA	Addressing common mistakes	Addressing misconceptions

**Choosing a strategy based on the purpose of the question they are asking and
 students' prior achievements.**

[Tick where necessary]

	Working individually	Working in pairs	Working in small groups	Facilitate the whole class	



Additional
resources

1. Think-Pair-Share:

- How would you introduce the Think-Pair-Share strategy to your students?
- How can you ensure that students with different levels of prior knowledge are effectively engaged during the "Think" phase?
- What prompts or questions would you use to guide students' discussions during the "Pair" phase?
- How would you facilitate the sharing of ideas during the "Share" phase to ensure all students have an opportunity to contribute?

Think-Pair-Share could include:

Introduction of Think-Pair-Share:

- Describe the Think-Pair-Share strategy as a three-step collaborative learning technique.
- Explain that it involves students first thinking individually about a question or prompt, then discussing their thoughts with a partner, and finally sharing their ideas with the whole class.

Engaging Students in the "Think" Phase:

- Strategies for engaging students in the initial "Think" phase could include providing clear prompts or questions, giving students time to jot down their thoughts in writing, or using visual aids to stimulate thinking.

Facilitating the "Pair" Phase:

- Responses for facilitating the "Pair" phase might involve pairing students strategically to ensure diverse perspectives, providing guidelines or sentence stems to guide discussions, or circulating among pairs to monitor progress and offer support.

Encouraging Sharing in the "Share" Phase:

- Ideas for encouraging sharing during the final "Share" phase could include establishing a supportive classroom environment where all contributions are valued, using random selection methods to call on students, or allowing students to volunteer to share their ideas.

Managing Time:

- Considerations for managing time during each phase of Think-Pair-Share might include setting clear time limits for each phase, using signals or timers to keep students on track, or adjusting the duration of each phase based on the complexity of the question or task.

Assessing Learning:

- Methods for assessing student learning during Think-Pair-Share could involve circulating among pairs to listen in on discussions and gauge understanding, collecting written responses from students during the "Think" phase, or conducting a brief whole-class discussion to debrief after the sharing phase.

2. Gallery Walk:

- How would you set up a Gallery Walk activity in your classroom?
- What types of questions or prompts would you display around the room for students to respond to?
- How would you encourage students to consider different perspectives or interpretations of the questions displayed?
- How could you structure a debrief session after the Gallery Walk to consolidate learning and address any misconceptions?

Gallery Walk could include:

Setting Up a Gallery Walk:

- Describe the logistics of setting up a Gallery Walk, including arranging stations or displays around the classroom or in a common area, ensuring each station has a clear question or prompt displayed, and providing space for students to move freely between stations.

Selecting Questions or Prompts:

- Considerations for selecting questions or prompts for a Gallery Walk might include ensuring they are open-ended and thought-provoking, aligning with learning objectives or essential questions, and catering to students' interests and prior knowledge.

Encouraging Engagement and Interaction:

- Strategies for encouraging student engagement and interaction during a Gallery Walk could involve providing clear instructions for navigating the stations, promoting active listening and respectful discussion among peers, and incorporating collaborative activities or response tasks at each station.

Addressing Differentiation:

- Ideas for addressing differentiation during a Gallery Walk might include offering varying levels of complexity or scaffolding for different stations, providing additional resources or supports for students who may need them, and allowing students to choose which stations to visit based on their interests or readiness.

Facilitating Debrief and Reflection:

- Considerations for facilitating a debrief or reflection session after the Gallery Walk could include providing opportunities for students to share their insights and observations, guiding a whole-class discussion to synthesize key ideas or themes, and allowing time for students to reflect individually on their learning experiences.

Assessing Learning:

- Methods for assessing student learning during a Gallery Walk might involve circulating among stations to observe student interactions and responses, collecting written reflections or responses from students at each station, or using a whole-class discussion or reflection activity to assess overall understanding.

3. Roundtable Discussion:

- How would you structure a Roundtable Discussion to ensure all students have an opportunity to participate?
- What guidelines or norms would you establish to facilitate respectful and inclusive discussions?
- How could you incorporate questioning techniques to encourage deeper thinking and reflection during the discussion?
- How would you ensure that students with varying levels of prior knowledge feel comfortable contributing to the discussion?

Roundtable Discussion could include:

Structuring a Roundtable Discussion:

- Describe how a Roundtable Discussion is structured, with students seated in a circular or semicircular arrangement to facilitate open communication and equal participation.
- Explain that each student has an opportunity to speak without interruption while holding a designated object (e.g., a talking stick or a marker), and that all students are encouraged to actively listen and contribute to the conversation.

Establishing Guidelines:

- Discuss the importance of establishing guidelines or norms to promote respectful and inclusive discussions during the Roundtable Discussion.
- Possible guidelines could include speaking one at a time, using active listening skills (such as nodding to show understanding or asking clarifying questions), and refraining from judgment or criticism of others' ideas.

Encouraging Participation:

- Strategies for encouraging participation during the Roundtable Discussion might include using icebreaker questions or warm-up activities to help students feel more comfortable sharing their thoughts, providing sentence starters or discussion prompts to scaffold responses, and ensuring that quieter or less confident students are given opportunities to speak.

Incorporating Questioning Techniques:

- Ideas for incorporating questioning techniques during the Roundtable Discussion could involve asking open-ended questions to prompt deeper thinking and discussion, using follow-up questions to probe students' responses and encourage elaboration, and modeling effective questioning strategies to guide the conversation.

Facilitating Reflection:

- Considerations for facilitating reflection during and after the Roundtable Discussion might include providing opportunities for students to summarize key points or ideas shared during the discussion, encouraging students to reflect on their own contributions and those of their peers, and guiding a whole-class debrief to synthesize learning outcomes and identify areas for further exploration.

Assessing Participation:

- Methods for assessing participation during the Roundtable Discussion could involve keeping anecdotal records of student contributions and interactions, using observation checklists to track individual speaking turns and active listening behaviors, and providing opportunities for students to self-assess their participation and contributions to the discussion.

4. Peer-Generated Questions:

- How would you introduce the Peer-Generated Questions strategy to your students?
- What strategies would you use to scaffold the process of generating effective questions?
- How would you facilitate peer feedback and revision of questions to ensure they are clear and relevant?
- How could you incorporate students' prior achievements and areas of expertise into the peer-generated questions?

Peer-Generated Questions could include:

Introduction of Peer-Generated Questions:

- Describe the concept of Peer-Generated Questions as a strategy where students create their own questions to facilitate learning and deepen understanding.
- Explain that this strategy promotes student ownership of learning, encourages critical thinking, and provides opportunities for peer collaboration.

Generating Effective Questions:

- Discuss strategies for generating effective questions, such as brainstorming as a group, using question stems or prompts to guide the process, and considering the purpose and relevance of the questions to the topic or learning objectives.
- Emphasize the importance of open-ended questions that promote inquiry, critical thinking, and discussion.

Peer Feedback and Revision:

- Explain the role of peer feedback in the Peer-Generated Questions process, where students provide constructive feedback on each other's questions.
- Encourage students to consider criteria for effective questions, such as clarity, relevance, and depth, when providing feedback to their peers.
- Discuss the importance of revising questions based on peer feedback to improve their quality and effectiveness.

Incorporating Prior Knowledge and Achievements:

- Explore ways to incorporate students' prior knowledge and achievements into the Peer-Generated Questions process, such as encouraging students to draw on their own experiences and understanding of the topic when formulating questions.
- Discuss how students can leverage their strengths and areas of expertise to generate meaningful questions that build on their existing knowledge.

Using Peer-Generated Questions in Instruction:

- Discuss how Peer-Generated Questions can be integrated into instruction, such as using them as discussion prompts, formative assessment tools, or starting points for inquiry-based projects.
- Explore ways to scaffold the Peer-Generated Questions process to support students with varying levels of prior knowledge and achievements, such as providing question stems or models to guide their thinking.

Assessing Learning:

- Consider methods for assessing learning outcomes related to Peer-Generated Questions, such as evaluating the quality of students' questions, assessing their contributions to discussions or projects prompted by the questions, or using student reflections to gauge their understanding and engagement in the process.

5. Problem-Solving Scenarios:

- How would you select or create problem-solving scenarios that are appropriate for your students' prior knowledge and achievements?
- What strategies would you use to guide students through the problem-solving process, taking into account their varying levels of readiness?
- How could you incorporate questioning techniques to prompt students to explain their reasoning and justify their solutions?
- How would you provide feedback and support to students as they work through the problem-solving scenarios?

Problem-solving scenarios could include:

Selecting Appropriate Scenarios:

Discuss the importance of selecting problem-solving scenarios that are relevant to students' interests, real-life situations, and learning objectives. Consider using scenarios that align with students' prior knowledge and experiences to enhance engagement and relevance.

Guiding the Problem-Solving Process:

Describe strategies for guiding students through the problem-solving process, such as breaking down complex problems into smaller steps, providing scaffolding and support as needed, and encouraging students to use a variety of problem-solving strategies.

Incorporating Prior Achievements:

Explore ways to incorporate students' prior achievements into problem-solving scenarios, such as providing opportunities for students to build on their existing knowledge and skills, and acknowledging and celebrating their progress and successes throughout the problem-solving process.

Differentiating Instruction:

Discuss strategies for differentiating instruction to meet the diverse needs of students during problem-solving scenarios, such as offering multiple entry points for solving problems, providing additional support or challenge based on students' readiness levels, and offering choice in how students approach and solve problems.

Promoting Collaboration:

Explain the importance of promoting collaboration and teamwork during problem-solving scenarios, such as encouraging students to work together in small groups or pairs, facilitating discussions and peer feedback, and promoting a supportive and inclusive classroom environment where all students feel valued and respected.

Assessing Problem-Solving Skills:

Consider methods for assessing students' problem-solving skills, such as observing their approach to solving problems, evaluating the quality of their solutions, and providing opportunities for students to reflect on their problem-solving process and strategies used.

Real-World Application:

Discuss the importance of connecting problem-solving scenarios to real-world applications and contexts, such as discussing how the skills and strategies learned during problem-solving scenarios can be applied to future learning and real-life situations.

6. Concept Mapping Questions:

- How would you introduce the concept mapping technique to your students as a way to respond to questions?
- What types of questions or prompts would you provide for students to create concept maps?
- How would you structure a concept mapping activity to accommodate students with different levels of prior knowledge and achievements?
- How could concept mapping be used as a formative assessment tool to gauge students' understanding of a topic?

Concept-mapping questions could include:

Introduction to Concept Mapping:

- Describe concept mapping as a visual tool for organizing and representing information, ideas, and relationships.
- Explain how concept mapping can help students make connections, organize their thoughts, and deepen their understanding of complex concepts.

Creating Concept Maps:

- Discuss strategies for creating concept maps, such as identifying key concepts or ideas related to a question, determining relationships between concepts, and organizing information in a hierarchical or spatial manner.
- Encourage students to use visual elements such as arrows, colors, and symbols to represent relationships and connections between concepts.

Incorporating Prior Knowledge:

- Explore ways to incorporate students' prior knowledge into concept mapping questions, such as encouraging students to draw on their existing understanding of the topic, and providing opportunities for students to connect new information to what they already know.

Differentiating Instruction:

- Discuss strategies for differentiating instruction to meet the diverse needs of students during concept mapping activities, such as offering varying levels of complexity or scaffolding, providing additional support or challenge based on students' readiness levels, and offering choice in how students organize and represent their ideas.

Using Concept Maps in Instruction:

- Describe how concept maps can be used as instructional tools, such as using them to introduce new concepts, assess prior knowledge, and summarize and review information.
- Discuss how concept maps can be used as formative assessment tools to gauge students' understanding and identify areas for further instruction or review.

Promoting Collaboration:

- Explain the benefits of promoting collaboration and teamwork during concept mapping activities, such as encouraging students to work together in small groups or pairs, facilitating discussions and peer feedback, and promoting a supportive and inclusive classroom environment where all students feel valued and respected.

Assessing Learning:

- Consider methods for assessing students' learning outcomes related to concept mapping, such as evaluating the organization and clarity of their concept maps, assessing the accuracy and depth of their understanding of the concepts represented, and providing opportunities for students to reflect on their concept mapping process and strategies used.

7. Role Playing:

- How would you incorporate role playing as a way for students to respond to questions during a lesson?
- What roles or scenarios could you create to engage students in role playing activities related to the content?
- How would you ensure that students with varying levels of prior knowledge are appropriately challenged and supported during role playing activities?
- How could you debrief after a role playing activity to reflect on learning outcomes and address any misconceptions?

Role-playing could include:

Introduction to Role-Playing:

Describe role-playing as a strategy where students take on different roles or characters to explore concepts, situations, or scenarios. Explain how role-playing can help students develop empathy, perspective-taking skills, and deeper understanding of complex topics.

Selecting Roles and Scenarios:

Discuss strategies for selecting roles and scenarios for role-playing activities, such as choosing scenarios that are relevant to students' interests, real-life situations, and learning objectives, and assigning roles that allow students to explore different perspectives and viewpoints. Consider incorporating students' prior knowledge and experiences into role-playing scenarios to enhance engagement and relevance.

Differentiating Instruction:

Discuss strategies for differentiating instruction to meet the diverse needs of students during role-playing activities, such as offering varying levels of complexity or scaffolding, providing additional support or challenge based on students' readiness levels, and offering choice in how students approach and interpret their roles.

Setting the Stage:

Describe how to set the stage for role-playing activities, such as providing clear instructions and expectations, establishing guidelines for behavior and participation, and creating a supportive and inclusive classroom environment where all students feel comfortable taking risks and participating in role-playing activities.

Promoting Collaboration:

Explain the benefits of promoting collaboration and teamwork during role-playing activities, such as encouraging students to work together in small groups or pairs, facilitating discussions and peer feedback, and promoting a supportive and inclusive classroom environment where all students feel valued and respected.

Debriefing and Reflection:

Discuss the importance of debriefing and reflection after role-playing activities, such as providing opportunities for students to share their experiences, insights, and observations, and guiding a whole-class discussion to synthesize learning outcomes and identify areas for further exploration.

Assessing Learning:

Consider methods for assessing students' learning outcomes related to role-playing, such as evaluating students' performance and participation during role-playing activities, assessing their understanding of the concepts and perspectives explored through role-playing, and providing opportunities for students to reflect on their role-playing experiences and learning outcomes.

8. Venn Diagrams:

- How would you introduce the use of Venn diagrams as a way for students to respond to questions?
- What types of questions or prompts would you provide for students to create Venn diagrams?
- How could Venn diagrams be used to compare and contrast different concepts or ideas related to the content?
- How would you provide feedback to students on their use of Venn diagrams to represent their understanding?

Venn diagrams could include:

Introduction to Venn Diagrams:

- Describe Venn diagrams as visual tools used to compare and contrast two or more sets or concepts.
- Explain how Venn diagrams can help students organize information, identify similarities and differences, and analyze relationships between concepts.

Creating Venn Diagrams:

- Discuss strategies for creating Venn diagrams, such as identifying the sets or categories to be compared, determining the criteria for comparison, and organizing information into overlapping or intersecting circles.
- Encourage students to use labels, symbols, and colors to represent different sets and categories in their Venn diagrams.

Incorporating Prior Knowledge:

- Explore ways to incorporate students' prior knowledge into Venn diagram activities, such as encouraging students to draw on their existing understanding of the concepts being compared, and providing opportunities for students to connect new information to what they already know.

Differentiating Instruction:

- Discuss strategies for differentiating instruction to meet the diverse needs of students during Venn diagram activities, such as offering varying levels of complexity or scaffolding, providing additional support or challenge based on students' readiness levels, and offering choice in how students organize and represent their ideas.

Using Venn Diagrams in Instruction:

- Describe how Venn diagrams can be used as instructional tools, such as using them to compare and contrast characters in a story, analyze themes in literature, or compare and contrast historical events.
- Discuss how Venn diagrams can be used as formative assessment tools to gauge students' understanding and identify areas for further instruction or review.

Promoting Collaboration:

- Explain the benefits of promoting collaboration and teamwork during Venn diagram activities, such as encouraging students to work together in small groups or pairs, facilitating discussions and peer feedback, and promoting a supportive and inclusive classroom environment where all students feel valued and respected.

Assessing Learning:

- Consider methods for assessing students' learning outcomes related to Venn diagrams, such as evaluating the organization and clarity of their diagrams, assessing the accuracy and depth of their understanding of the concepts represented, and providing opportunities for students to reflect on their Venn diagram process and strategies used.

9. Cooperative Learning Structures:

- How would you implement cooperative learning structures such as Think-Pair-Share to facilitate student responses to questions?
- What strategies would you use to group students effectively to maximize collaboration and learning?
- How would you monitor and assess students' contributions during cooperative learning activities to ensure accountability and participation?
- How could you differentiate instruction within cooperative learning structures to meet the needs of students with varying levels of prior knowledge and achievements?

Cooperative learning structures could include:

Introduction to Cooperative Learning Structures:

- Describe cooperative learning structures as instructional strategies that involve students working together in small groups or pairs to achieve common goals, solve problems, or complete tasks.
- Explain how cooperative learning structures promote student engagement, collaboration, and active participation in learning.

Types of Cooperative Learning Structures:

- Discuss different types of cooperative learning structures, such as Think-Pair-Share, Numbered Heads Together, Jigsaw, Round Robin, and Peer Tutoring.
- Explain the characteristics and benefits of each cooperative learning structure, and provide examples of how they can be implemented in the classroom.

Establishing Group Norms:

- Explain the importance of establishing group norms or guidelines to promote effective collaboration and communication during cooperative learning activities.
- Discuss strategies for collaboratively developing group norms with students, and emphasize the importance of respecting others' ideas, actively listening, and taking turns during discussions.

Group Formation:

- Describe strategies for forming heterogeneous or homogeneous groups based on students' learning needs, interests, and abilities.
- Discuss the benefits of both heterogeneous and homogeneous groupings, and provide examples of when each type of grouping might be appropriate.

Facilitating Group Interactions:

- Discuss strategies for facilitating group interactions during cooperative learning activities, such as providing clear instructions and roles for each group member, monitoring group progress and providing feedback as needed, and promoting a positive and inclusive group climate.

Differentiating Instruction:

- Discuss strategies for differentiating instruction within cooperative learning structures to meet the diverse needs of students, such as providing varying levels of complexity or scaffolding for tasks, offering additional support or challenge based on students' readiness levels, and offering choice in how students demonstrate their understanding.

Assessing Learning:

- Consider methods for assessing students' learning outcomes related to cooperative learning structures, such as observing group interactions and participation, collecting artifacts or products of group work, and providing opportunities for students to reflect on their cooperative learning experiences and learning outcomes.

10. Digital Exit Tickets:

- How would you use technology to facilitate digital exit tickets for students to respond to questions at the end of a lesson?
- What types of questions or prompts would you include in digital exit tickets to assess student understanding?
- How could digital exit tickets be used to gather formative assessment data and inform your instructional planning?
- How would you provide feedback to students based on their responses to digital exit tickets, and how would you use this feedback to guide future instruction?

Digital exit tickets could include:

Introduction to Digital Exit Tickets:

- Describe digital exit tickets as a form of formative assessment where students respond to prompts or questions at the end of a lesson using digital platforms or tools.
- Explain how digital exit tickets can provide valuable feedback to teachers about students' understanding of the lesson content and inform future instruction.

Selecting Digital Platforms or Tools:

- Discuss different digital platforms or tools that can be used for creating and administering digital exit tickets, such as online survey tools, learning management systems, or classroom response systems (e.g., Kahoot, Socrative, Google Forms).
- Consider factors such as accessibility, ease of use, and compatibility with classroom devices when selecting a digital platform or tool.

Designing Exit Ticket Prompts:

- Discuss strategies for designing effective exit ticket prompts or questions that align with the learning objectives of the lesson and encourage critical thinking and reflection.
- Consider using a variety of question types, such as multiple-choice, short-answer, or open-ended questions, to assess different aspects of student learning.

Administering Digital Exit Tickets:

- Describe how digital exit tickets can be administered at the end of a lesson, such as projecting the exit ticket prompt on a screen for students to respond to using their devices, or distributing a link to the digital exit ticket through a classroom communication platform.
- Discuss strategies for ensuring that all students have access to the digital exit ticket and that their responses are collected securely and confidentially.

Analyzing Student Responses:

- Explain how teachers can analyze student responses to digital exit tickets to gauge students' understanding of the lesson content and identify areas for further instruction or review.
- Discuss strategies for organizing and interpreting student responses, such as using data visualization tools or spreadsheets to track trends and patterns in student responses.

Providing Feedback:

- Discuss strategies for providing timely and constructive feedback to students based on their responses to digital exit tickets, such as providing individualized feedback through digital platforms or using whole-class feedback to address common misconceptions or areas of difficulty.
- Emphasize the importance of using feedback from digital exit tickets to inform future instruction and differentiate instruction to meet students' diverse learning needs.

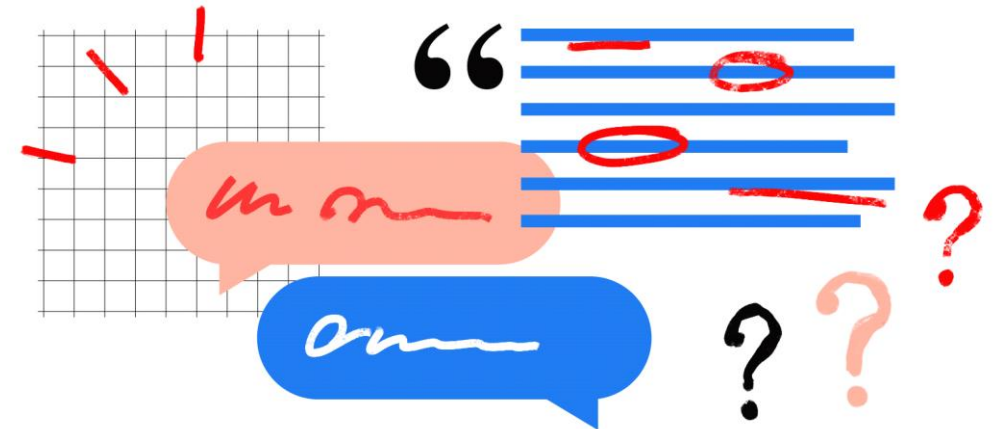
Reflecting on Practice:

- Encourage teachers to reflect on their use of digital exit tickets as a formative assessment tool and consider how it has impacted their teaching practices and students' learning outcomes.
- Discuss strategies for refining and improving the use of digital exit tickets in future lessons based on reflections and feedback from students.

PD Objective 3

To State Reasons For Various Questioning Strategies

Why is it important for teachers to utilise various questioning strategies during lessons to enhance student engagement and critical thinking skills?



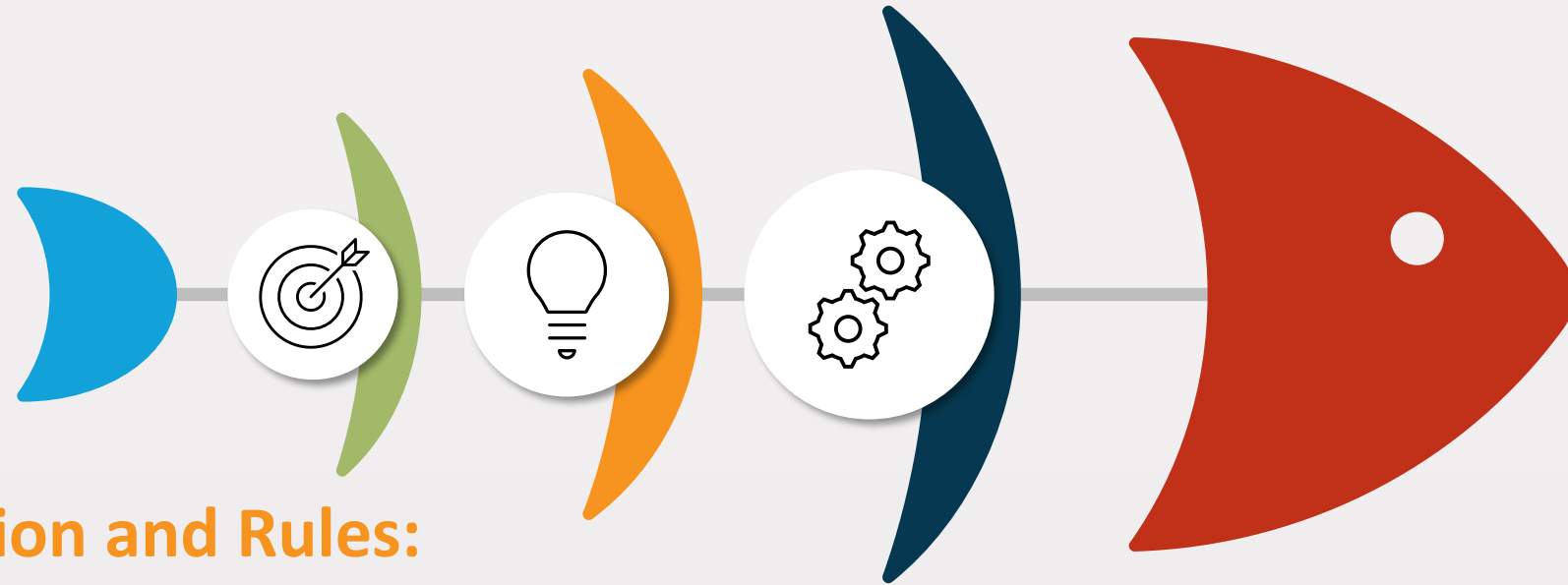
Why are there different QUESTIONING strategies?

Different Students, Different Questioning Strategies

Different Fish, Different Fishing Strategies

Timing and Context Matter

Seasons and Weather Matter



Respecting Tradition and Rules:

Tradition and Rules

Utilizing Technology:

Technology Helps

Value of Effective Questioning

Money Matters

Why are there different QUESTIONING strategies?

1st Reason

Different Students, Different Strategies:

Just like fishermen recognize that different fish live in different places and behave differently, teachers should understand that

each student is unique and learns in their own way.

So, teachers use various questioning strategies depending on the individual characteristics and learning styles of their students.

Why are there different QUESTIONING strategies?

2nd Reason

Timing and Context Matter

Similar to how fishermen adjust their plans based on the time of year and weather conditions, teachers adapt their questioning strategies **to fit the timing and context of the lesson.**

Teachers should consider factors such as students' readiness, engagement level and the complexity of the topic to ask questions effectively.

Why are there different QUESTIONING strategies?

3rd Reason

Respecting Tradition and Rules:

Like fishing strategies influenced by old traditions and regulations, teachers' questioning strategies may be influenced by educational norms, pedagogical approaches and classroom rules. They should adhere to established practices while also **adapting them to meet the needs of their students** and educational objectives.

Why are there different QUESTIONING strategies?

4th Reason

Utilizing Technology:

Just as fishermen use tools like fish finders and GPS to locate fish more efficiently,

teachers can leverage technology

such as interactive whiteboards, online polling tools and educational apps to facilitate questioning and gather responses from students in engaging ways.

Why are there different QUESTIONING strategies?

5th Reason

Value of Effective Questioning

Just as fishermen consider the economic value of different fish species, teachers should

recognize the importance of effective questioning

in eliciting valuable responses from students.

By asking thought-provoking questions,

teachers can uncover students' understanding, address misconceptions and guide them towards deeper learning.

Why are there different QUESTIONING strategies?

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Respecting Tradition and Rules:

Like fishing strategies influenced by old traditions and regulations, teachers' questioning strategies may be influenced by educational norms, pedagogical approaches, and classroom rules. They adhere to established practices while also adapting them to meet the needs of their students and educational objectives.

Effective questioning prompts discussion which can lead to greater understanding.

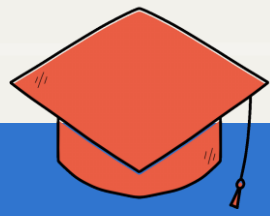
It can also help teachers to uncover misconceptions.

This then gives teachers better formative assessment data to improve future teaching and learning.

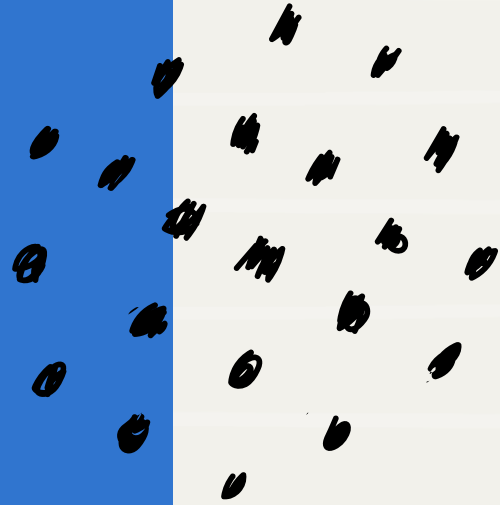
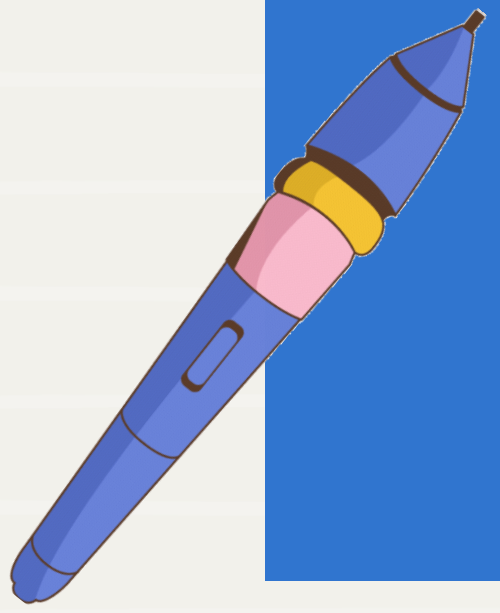
THREE-WORD PLENARY

THREE-WORD PLENARY

Reflect on the training session and come up with three words that summarise your key takeaways, insights or feelings.



Toolbox Evaluation Form





بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

وَالْعَصْرِ
إِذَا انشأنا له نسيت
وَإِذَا عَلَّمنا الودع
وَإِذَا جَاءنا الضحى
وَإِذَا أُنزِلنا الوتر
وَإِذَا سَأَلنا الضمير
وَإِذَا سُئِلنا الفجر
وَإِذَا جَاءَ أَمْرنا بالبحر
وَإِذَا جَاءَ أَمْرنا بالبحر
وَإِذَا جَاءَ أَمْرنا بالبحر

Wasalaam
THANK YOU!