



The New York Center For Teacher Development, Inc.

Course Title: **EDZU 9057 Questioning Techniques that Boost Engagement Across the Curriculum**

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Course Description:

As times change due to technology, learning has shifted to a place where information is a commodity. Teachers are no longer tasked with just providing students with facts, as those facts can be found within seconds on handheld devices. Today, teachers need to mold students into critical thinkers who can ask and answer higher level thinking questions. This course will provide professional development for all teachers K-12, general and special education as well as special area teachers, by using self-reflection along with today's educational research to enhance the questions that we ask our students and the questions we expect our students to ask each other. By asking higher level questions we can demand higher level thinking and raise the bar so that each student can meet the growing expectations of 21st century learning.

Course Objective/Goals:

Completion of this course will provide participants with a wide variety of questioning techniques that can be used in any classroom, K-12 and across the special areas. Self-reflection of teaching practices will be the primary focus of this course.

Teachers enrolled in this course will...

Know

1. various, researched based questioning techniques.
2. resources available to them as classroom teachers.
- 3 that asking higher level questions demands deeper thinking from their students.

Understand

1. how including key words in their everyday lessons and questions can improve the ability of their students to meet the increasing curricular demands.
2. how to incorporate higher level thinking questions into all areas of the curriculum, on any grade level.
3. the value of self-reflection to reach the increasing demands on teachers and students.

Be Able To

1. enhance the questions used not only in daily lessons, but also the questions on written assessments and assignments.
2. reflect on self-created lessons to improve the quality of the questions they ask every day.
3. encourage their students to ask their own higher level thinking questions.
4. prepare their students for the high demands of state and standardized tests designed to challenge students on every level.

Course Outline:

1. Bloom's Taxonomy
 - a. Why Higher Order Questions?
 - i. Introduction to Google Jamboard
 - b. Bloom's Taxonomy
 - i. Teacher and Student Resources
 - c. Checklist for Effective Questioning
 - d. In Class Lesson
2. Costa's Levels of Questioning
 - a. Definition and exploration
 - b. Writing Effective Questions
 - c. In Class Lesson
3. The Socratic Method
 - a. Definition and exploration
 - b. The Socratic Method in Action
 - i. Grade level videos
 - c. In Class Lesson
4. Critical Thinking
 - a. CriticalThinking.org definition and exploration
 - b. The Role of Socratic Questioning in Critical Thinking
 - c. Remodeled Lessons
5. Understanding b Design, SEL and Final Assignment
 - a. What is UbD?
 - b. UbD Unit Share
 - c. Teaching SEL with igher Level Thinking
 - d. Weaving SEL into Our Classroom Questioning
 - e. Final Assignments

Method of Evaluating Student Performance:

Student performance will be evaluated through the participation in group forums, completion of assignments, and submission of lesson plans. Each of these will be given a grade, all grades will be taken into consideration for a final course grade.

Validation of Time

Assignment	Time (in hours)
Jamboard and Flip video tutorials	0.75
Introduction to course/instructor	0.25
Participant Introductions	0.50
National and State Standards	0.50
Teachervision.com - <i>article review</i>	1.00
Resource Review - <i>5 Blooms Taxonomy charts/resources</i>	1.50
Incoroprating Key Words into Every Day Talk - resource creation and review	2.00
Personal Reflection - <i>based upon pgcps.com checklist</i>	1.00
In-Class Lesson and Reflection	3.00
What are Costas Levels of Questioning - <i>article review</i>	1.00
Questioning Strategies article response - <i>personal opinion reflection/review</i>	1.50
Jamboard Resource Share - <i>web exploration and display of findings</i>	1.50
Writing Effective Questions with Costa's - <i>video review and application</i>	2.50
In-Class Lesson and Reflection	3.00
What is The Socratic Method - <i>video review and pros/cons write-up</i>	1.50
Socratic Method in Action - <i>grade based video review and application possibilities</i>	2.00
Higher Order Comprehension - <i>article review and classroom resource creation</i>	1.50
In-Class Lesson and Reflection	3.00
Reflection share - <i>forum sharing observations regarding lesson changes</i>	0.75
CriticalThinking.org - <i>website review and application</i>	1.50
Article response- <i>opinions and quote share</i>	1.50
Lesson Remodel - <i>following Criticalthinking.org framework, revise an existing lesson</i>	2.00
Reflection share - forum sharing observations regarding lesson changes	0.75
Understanding by Design - <i>video review and application possibilities</i>	1.50
UbD unit share - <i>following Ubd framework revise an existing unit</i>	3.00
Teaching (SEL) with Higher Level Thinking - <i>article review and applicatio possibilities</i>	1.50
Weaving SEL Into Our Classroom Questioning - <i>article review</i>	1.50
Final Assignment - <i>SEL lesson write-ups</i>	3.00
	0.00

Total Time

45.00