



Course Syllabus

<u>Course:</u>	EDZU 9057	<u>Questioning Techniques to Meet the Common Core State Standards</u>
<u>Credit Hours:</u>	3.0 credits / 45 hours	
<u>Instructor:</u>	Danielle Greenbaum	

Course Description

The Common Core has high demands for teachers and students. 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. 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 the Common Core State Standards.

Course Goals

To 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.

To 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.

and To 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 in order to improve the quality of the questions they ask every day.
3. prepare their students for the high demands of state and standardized tests designed to challenge students on every level.

Course Outline

- I. Bloom's Taxonomy
 - a. What is Bloom's Taxonomy?
 - b. How can Bloom's Taxonomy be incorporated into class discussions every day?
 - c. Lesson reflection
 - i. What types of questions were asked?
 - ii. How can the questions be elevated to encourage higher-level thinking?
 - iii. Identify goals for future lessons
- II. Taking a Closer Look at Bloom's Taxonomy
 - a. Effective Questioning Techniques
 - i. Examine Checklist for Effective Questioning
 - 1. Reflect upon current questioning techniques
 - 2. Identify areas of personal strength and weakness
 - b. Enhancing our understanding of Bloom's Taxonomy
 - i. Exploration of Teacher Tube for resources for teacher use
 - ii. Review and respond to videos posted by fellow participants
 - c. Elevating Questioning Techniques in Written Assessments
 - i. Identify levels of questions in a current written assessment
 - ii. Revise or rewrite questions into higher levels within Bloom's Taxonomy
 - d. Webquests
 - i. Evaluation of a webquest that fits into current area of curriculum
 - ii. Identification of how it promotes higher-level thinking
 - iii. Alteration to elevate questions to higher levels within Bloom's Taxonomy
 - e. Lesson reflection
 - i. What types of questions were asked?
 - ii. How can the questions be elevated to encourage higher-level thinking?
 - iii. Identify goals for future lessons
- III. Socratic Inquiry
 - a. What is The Socratic Method
 - i. Review of Prof. Rob Reich's lecture and written documents pertaining to The Socratic Method
 - ii. Weighing out the pros/cons of this pedagogy
 - b. The Socratic Method in Action
 - i. Evaluation of a video presentation showing The Socratic Method being used in various grade levels
 - c. The Power of the Socratic Seminar
 - i. Article review
 - ii. Creation of anchor chart to be used in class
 - d. Lesson reflection
 - i. What types of questions were asked?
 - ii. How can the questions be elevated to encourage higher-level thinking?

- iii. Identify goals for future lessons
- IV. The Critical Thinking Community
 - a. Where to Begin
 - i. Exploration of criticalthinking.org in regards to current grade level
 - ii. Identification of resources that would be beneficial for student use
 - b. “The Role of Questions in Teaching, Thinking, and Learning”
 - i. Article review
 - c. Lesson Remodel
 - i. Initial lesson plan
 - ii. Critique
 - iii. Remodeled lesson plan
 - d. Self-reflection and share of best practices within the new pedagogies
- V. Understanding by Design and Final Assignments
 - a. What is Understanding by Design
 - i. Review of video and publications by Jay McTighe and Grant Wiggins
 - ii. Reflect on current teaching and where to start with UbD
 - b. Unit Share
 - i. Review of UbD resources and templates
 - ii. Transformation of current any unit currently taught using “backward design”
 - iii. Review and response of fellow participants’ work
 - c. Synthesis of learning through creation of lesson plans using new pedagogies

Methods of Instruction

Teachers enrolled in this course will be exposed to a variety of different pedagogies in order to help them elevate the level of questioning they use in the classroom. Throughout the course, teachers will evaluate articles as well as actual lessons within each pedagogy. The lessons evaluated will be model lessons presented online as well as lessons they themselves present within their own classrooms. Teachers will be given the opportunity to try each pedagogy, reflect on the lesson and questions asked, and set goals for future lessons.

Students will connect with each other throughout the course within forums and various other types of online feedback options built into each class.

Methods of Assessment

In order to receive an A: A student must complete all assignments AND FORUMS as well as submit a unit of study including 4 lesson plans. The lesson plans must include the higher level thinking questions that will be asked (either verbally or in written assessment form) for the lesson. Highlight the key words used and identify the level/type of question asked.

In order to receive a B: A student must complete all assignments AND FORUMS as well as submit a unit of study including 2 lesson plans. The lesson plans must include the higher level thinking questions that will be asked (either verbally or in written assessment form) for the lesson. Highlight the key words used and identify the level/type of question asked.

Instructors are online each day of the course and correspond with students through the course itself, feedback on assignments, e-mail, and by phone.

Time Validation Attached

Assignment	Time (in hours)
Students will review the CCSS for individual grade/subject area, then read and respond to an article explaining Bloom's Taxonomy. The written response will reflect upon not only the article, but each individual's personal teaching style.	1.75
Students will choose three question words from each level of Bloom's Taxonomy and create a bank of questions that can be used in his/her daily talk.	1.75
Students will audio tape a lesson presented to his/her class. After the lesson, he/she will review the recording and reflect upon the lesson. Each question asked will be categorized according to Bloom's Taxonomy. Lower level questions will be revised to higher level questions and goals for future lessons will be set.	3.50
Students will review a checklist for effective questioning and reflect upon his/her current questioning techniques according to the checklist.	1.50
Students will search Teacher Tube for videos about Blooms Taxonomy. Each student will write a review of the video, including why it was chosen, how it deepened his/her understanding of Bloom's Taxonomy, and how it can be applied to his/her teaching.	1.50
Students will read two articles regarding writing higher level thinking questions to use on written assessments. He/She will then transform questions used in his/her current assessments to reflect higher order thinking.	2.00
Student will look closely at webquests and write a review of a webquest currently used or one that applies to his/her area of teaching. Each review will include an opinion, how it promotes higher-level thinking and how it can be adjusted to fit into the higher levels of Bloom's Taxonomy.	1.75
Students will audio tape a lesson presented to his/her class. After the lesson, he/she will review the recording and reflect upon the lesson. Each question asked will be categorized according to Bloom's Taxonomy. Lower level questions will be revised to higher level questions and goals for future lessons will be set.	3.50
Students will review a video as well as an article presented by Professor Reich on the topic of the Socratic Method. Each student will submit an opinion piece noting the positive and negative points to this approach.	1.75
Students will review a video of the Socratic Method in action as it applies to his/her area of teaching. After view the video, he/she will write a response regarding the roles of teachers and students, what is currently being done in his/her classroom and the benefits of this method.	1.50

Students will respond to an article regarding the Socratic Method. Each response will contain a reflection, and an anchor chart created by each student using information from the article.	2.00
Students will audio tape a lesson presented to his/her class. After the lesson, he/she will review the recording and reflect upon the lesson. Each question asked will be categorized according to the Socratic Method. Closed-ended questions will be revised to open-ended questions and goals for future lessons will be set.	3.50
Students will reflect and share opinions and experiences. This reflection will serve as an opportunity to share how teaching practices have been changed to align with the different pedagogies and how students are responding to this change.	1.00
Students will explore the criticalthinking.org site, focusing primarily on the critical thinking links for students on his/her particular grade level. Each student will choose a resource he/she finds most beneficial and explain how it can be used within his/her classroom.	1.75
Students will respond to one of two quotes taken from the book <u>Critical Thinking: Basic Theory and Instructional Structures Handbook</u> .	1.00
Students will use the "35 Dimensions of Critical Thought" to assist them in remodeling lessons that are currently part of their curriculum. Each student will submit an original lesson, a critique (using the article) and a remodeled lesson.	2.50
Students will reflect and share opinions and experiences. This reflection will serve as an opportunity to share how teaching practices have been changed to align with the different pedagogies and how students are responding to this change.	1.00
Students will familiarize themselves with Understanding by Design by watching a video by Jay McTighe and reading through one of his publications. After doing so, each student will respond by stating what parts of UbD are already reflected in his/her teaching, his/her feelings about this design, and where he/she would begin to use this design.	2.25
Students will transform one of his/her current units into a UbD unit, using "backward planning." Several resources have been provided to assist with this transformation.	3.50
Students will synthesize learning for this course by creating and submitting a series of formal lesson plans which reflect higher-order thinking questions as presented by the pedagogies studied throughout the course.	6.00
Total Time	45.00