Professional Development Situation: Meeting

Skill Focus: Asking Purposeful Questions

Time Required: 20 minutes

BRING IN YOUR QUESTIONS

Participants will sort questions to learn to use purposeful questions with youth.

Agenda

Introduction —2 minutes

Card Sort—15 minutes

Conclusion—3 minutes

Materials

- Set of Talk Moves Card Sort for each pair or group

Before the Session

- **Read this meeting guide** to become familiar with the content and allow time to personalize the activities to best suit your presentation style. Watch all videos and read informational materials.
    - *Italics indicate text that can be read aloud or emailed to participants.*
- Send reminder email about the meeting. Determine if any participants require accommodations (sight; hearing; etc.).:
    - *The next professional development opportunity to enhance our STEM skills will be on DATE at Collaboration TIME at LOCATION. Our focus for this session will be "Asking Purposeful Questions". Let me know if you require any accommodations to participate in the meeting. I am happy to answer any questions you have and look forward to seeing you at the workshop. I can be reached at CONTACT INFO.*
- Gather all materials needed for the session.
- Develop a list of possible questions participants might have during the meeting. Create potential responses to be explored through informal conversation. Review any key terms or ideas that may be unclear.

- On the day of the meeting, test the audio and video equipment.

Session Outline

Introduction (2 min)

- Introduce the activity for the day. Participants will be sorting questions that they can use in their setting with their youth.
- Pass out a set of Talk Moves Cards to each group or pair (for card sorts, pairs often work best).

Card Sort (15 min)

- Participants are going to sort these cards based on certain characteristics.
- There are no correct answers to a card sort. You want participants to be actively discussing the kinds of questions that are on the cards and what those kinds of questions afford. You also want participants to talk about the difference between open/closed, yes/no, scientific/school-like questions so that they can use these differences in their practice.
- **Free sort** (7 min) Sort the cards into any piles that make sense to you.
    1. **"Right-wrong"** (2 min) Find the "right-wrong" questions and put them into a pile. Put the other questions into a pile together.
        - ***A right-wrong question*** *is a question where the adult knows the right answer and they are trying to get the youth to say this right answer. These questions are also called "known-answer" questions. The process of asking known-answer questions is sometimes called "fishing for right answers" because you are just waiting for someone to say the words you're thinking, rather than engaging youth in complicated sensemaking work.*
        - *What are the advantages of right-wrong questions?*
            - *They are quick; good for cuing students' ideas, but not good for complex explanations or for students to show what they really know*
        - *What are the advantages of the other kind of questions?*
            - *They can let students explain in their own words, which is a powerful mechanism for learning.*
    2. **Open v. Closed** (3 min) Sort them into a pile of open-ended questions and a pile of closed-ended questions.
        - ***Closed-ended questions*** *are questions where there is a right answer that's usually short. (Ex: "What is a circuit?")* ***Open-ended questions*** *are*

questions where there is no right answer, such as "Explain how a circuit works."

- *What are the advantages of closed-ended questions?*
  - *They are quick; good for cuing students' ideas*
- *What are the advantages of open-ended questions?*
  - *They can let students explain in their own words, they allow for you to deeply understand what a student is thinking, they challenge me to listen deeply rather than "fish" for a correct answer*

3. **Rote v. Complex questions** (5 min) Sort the questions that require a "rote," memorized answer (such as one-word answers or vocabulary definitions) into a pile. Put the others in a pile together.
   - *Why might we emphasize complex questions?*
     - *They require students to think more deeply in order to answer the question rather than just recalling the answer.*
4. To **Try**/To **Not Try** (5 min) Sort the questions into two piles. One should be for questions you want to try out, one pile for questions you don't want to try out.

Conclusion (3 min)

- Debrief. What are the characteristics of the questions you want to use with your youth?
- Take one of the cards to keep near your setting so you can use something like it with youth in your next activity.

After the Session

- Email the participants:
  - *Thank you for your participation in the recent Click2Science training on "Asking Purposeful Questions". I hope you found it useful and applicable to your practice. I am including our Card Sortto give you more ideas for questions to use with youth. Consider sharing your thoughts with a co-worker, supervisor, or friend. Please let me know if you have any questions. You can reach me at CONTACT INFO.*

Want to Earn Credit? Click2Science has teamed up with Better Kid Care to provide continuing education units. Check it out at: http://www.click2sciencepd.org/web-lessons/about

Talk Moves Card Sort

What is this called?	How can we make this work?	I notice that…
Does this remind you of anything you've seen in real life?	So you're saying you tested the polarity. (wait time for youth to add)	You need to do step 4 next.
What's friction?	Wait – can you say that again?	Do you think anyone else here knows what to do?
I wonder if you could ask another group for help with that.	Why do you think it's doing that?	What is the name of that process?
What will you try next?	How do you explain (what you see here)?	Who can tell me the three types of (rocks)?
What are the steps in the process of (photosynthesis)?	Who can say what (David) said in their own words?	Tell me how you think this works.
How can you test that?	What's your prediction?	What's the opposite of (an acid)?