

Speakers: Gabriella Komoly, Miklos Vas

How To Ask Questions that Lead to More Engaged Students

(<https://www.knowatom.com/blog/how-to-askquestions-that-lead-to-more-engaged-students>)

Generative Questions

A generative question initiates exploration of the topic, almost like a spark.

Imagine posing a question to students such as: **"How could climate change reduce the diversity of life on Earth?"**

- the goal is to generate an exploration of the connection between two different ideas: climate change and diversity of life on Earth.
- it requires that students think differently in order to generate new and different ideas as they think about possible connections between the two ideas.
- student thinking becomes visible, revealing their depth of understanding, as well as possible misconceptions, ambiguities, or biases

Constructive Questions

This kind of question aims to build a new understanding of something that we believe we understand. This means questioning to extend, interpret, connect, or link.

An example of this kind of question is: **"Why would humans continue to do things that contribute to climate change?"**

- This question asks students to think about the context of people and the context of climate change. What activities that cause climate change do people engage in, even when we know that they contribute to climate change? Why would we continue to do those things despite what we know?

Facilitative Questions

These types of questions aim to promote the learner's own thinking and understanding.

An example of this kind of question is: **"Can you tell me more?"** or **"Where do you see that happening elsewhere?"**

- The goal with this kind of question is for students to elaborate on, clarify, or uncover what they're thinking is, what their understanding is, and to hear different perspectives.
- This type of question shifts the cognitive load, putting it back to the student to build their thinking and their understanding.

These questions empower the student to exercise agency, to attempt a skill, to own the outcome of their attempt, the consequence of executing their agency, and to use their observations and their thinking in order to make sense of it all.

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Methodological building blocks – participatory learning tour¹

NARRATION:

- Basic information, brief, well-structured and in precise words
- Crates context – historical situation at the very place
- Participant's experience: Hierarchy of knowledge starts to dissolve

MATERIAL

- Pictures, poems, archival documents, etc.
- Alludes to a relevant ethical question
- Handing it to the participants
- One copy / 2-3 participant
- Participant's experience of owning the substance and the conversation

OBSERVATIONS

- Exploration of the site
- Structured and focused observation:
 - Embedded in the narration
 - Aligned with the material
- Participant's experience: Connection to the site – and questioning it

QUESTIONS

- Core of the interpretation of the events
- Empowering the participants
- A good question: open, we have no clear answers ourselves
- Participant's experience: depend on each other, wrestling with difficult questions

¹ Based on: Claims Conference - Participant Learning Symposium by Paul Salmons and Wolfgang Schmutz

LECTURE/WORKSHOP

SUMMARY

Hungary, Slovakia - Bratislava 2022

IMAGINATION

- Zooms on human perspective level
- Surfaces gaps and assumptions in a productive way
- Integrates our emotions into the discussion
- Participants' experience: surface how we frame the past, how we explain the past for ourselves