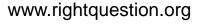
INTRODUCING THE QUESTION FORMULATION TECHNIQUE™ (QFT™)









ABOUT THIS PRESENTATION

This power point presentation will walk you through all the steps needed and tips for teaching the Question Formulation Technique™ to your students.



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Source: www.rightquestion.org



WHAT IS THE QUESTION FORMULATION TECHNIQUE™?

The Question Formulation Technique (QFT) is a simple step-by-step process designed to help students produce, improve and strategize on how to use their questions.

The QFT allows students to practice three thinking abilities in one process: divergent, convergent and metacognitive thinking.



USING STUDENT QUESTIONS

Students can use their questions for the following:

- Homework Assignments
- Final Reports
- Independent Projects
- Research Papers
- Group Projects
- Assessments





COMPONENTS OF THE QUESTION FORMULATION TECHNIQUE™

- 1. The Question Focus (QFocus)
- 2. Producing Questions following 4 Rules
- 3. Categorizing Questions
- 4. Prioritizing Questions
- 5. Next Steps
- 6. Reflection

THE QUESTION FOCUS (QFOCUS)

A simple statement, a visual or aural aid; anything to help students generate questions.

Created from curriculum content

You will need to design a QFocus every time you use the QFT.



The QFocus should be designed to accomplish one or more of the following:

- Generate Interest
- Stimulate New Thinking
- Introduce a Topic
- Deepen Comprehension
- Assess Prior Knowledge



The QFocus:

Should:

- Be clear, brief and sharply focused.
- Provoke or stimulate new lines of thinking.

Should NOT:

- be a question.
- reveal teacher preferences or bias.
- Tip: Use this criteria for evaluating your QFocus.



To design your QFocus:

- 1. Define the QFocus purpose
- Think about what students will do with the questions they produce
- 3. Generate several QFocus ideas
- 4. Check against criteria
- 5. Choose idea that best meets your purpose and the criteria



Tip: Introduce the QFT process to your students by using a simple QFocus.

Once you have the QFocus you will be ready to guide your students to formulate their own questions.



RULES FOR PRODUCING QUESTIONS

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Let students know that you will be giving them a focus for asking questions but that before doing that, there are some rules to review and discuss.

RULES FOR PRODUCING QUESTIONS

Introduce the Rules for Producing Questions:

- Ask as many questions as you can
- Do not stop to answer, judge or to discuss the questions
- Write down every question exactly as it is stated
- Change any statement into a question

TIP: Distribute or post the Rules for Producing Questions



RULES FOR PRODUCING QUESTIONS

- Ask students to review the rules.
- Ask students to reflect about one of these questions:

What do you think would be difficult about following these rules? Which one of these rules might be difficult to follow? Why?

TIP: Do not skip over the discussion of the rules the first time you introduce students to the QFT™.

Review the Rules for Producing Questions every time you use the QFT.



PRODUCING QUESTIONS

PRODUCING QUESTIONS

Once students have discussed the Rules for Producing Questions:

- Divide students into small groups of 3 5.
- Ask groups to identify a note-taker.
- Distribute newsprint or worksheets to each small group.



PRODUCING QUESTIONS

Introduce the QFocus and ask students to:

- Produce as many questions as they can in allotted time
- Follow the Rules for Producing Questions
- Number the questions

TIP: The note-taker should also contribute questions.



CATEGORIZING QUESTIONS

Define closed and open-ended questions:

- Closed-ended Questions can be answered with a "yes' or "no" or with a one-word answer.
- Open-ended Questions require more explanation.



Step 1

Ask students to look over the list and:

- mark the questions that are closed-ended with a "C"
- mark the questions that are open-ended with an "O"



Step 2

Ask students to name:

advantages of closed-ended questions

Then,

disadvantages of closed-ended questions

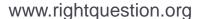


Ask students to name:

Advantages of open-ended questions

Then,

Disadvantages of open-ended questions



Step 3

Ask students to **practice changing** questions from one type to another.

- "Choose one closed-ended question from your list and change it into an open-ended one."
- "Choose one open-ended question from your list and change it into an closed-ended one."

TIP: If students have questions from only one type, for example they only have open-ended questions – ask them to change two of their questions to closedended.



PRIORITIZING QUESTIONS

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Criteria for prioritizing is usually set by the teacher. Criteria will depend on what you have planned as next steps with the questions. For example:

Choose three questions...

- that most interest you.
- that are most important.
- that will best help you design your research project.
- you want/need to answer first.



PRIORITIZING QUESTIONS

- Ask students to review their list of questions and choose three questions (most important; to develop a project, etc.). Mark them with an "X"
- Remind students to keep the QFocus in mind while prioritizing.



PRIORITIZING QUESTIONS

Ask students to think about their rationale for choosing the priority questions.

For example:

"Why did you choose these three as the most important?"



SHARE

REPORTS

Ask students to share aloud:

- 1. The questions they changed from closed to openended and then from open-ended to closed-ended
 - Read the original question
 - Read the new question
- 2. Their 3 priority questions
- Their reasons for choosing the priority questions.

TIP: Students can assign a group member to report or collaborate in reporting.



NEXT STEPS

NEXT STEPS

You can ask students to use their questions for:

Homework Assignments	Research Papers
Independent Projects	Group Projects
Final Reports	Assessments

You could also ask students to decide how they will use their questions.



REFLECTION

REFLECTION

Ask students to think about the work they have done, what they have learned and its value. For example, you can use questions like:

- What did you learn?
- What is the value of learning to ask your own questions?
- How can you use what you learned?
- **TIP:** Use one or more reflection questions. Ask one question at a time.



- Additional materials to help you teach the QFT are available at www.rightquestion.org.
- For a comprehensive description of how to use the Question Formulation Technique™ in the classroom please see *Make Just One Change: Teach Students to Ask Their Own Questions*, 2011 Harvard Education Press. http://www.hepg.org/hep/book/144/MakeJustOneChange
- We would appreciate any insights, suggestions or feedback about this presentation.

Thank you!

