# Responding to the readings

This proforma is one way of actively engaging with your reading. If you have other ways of getting the most from your reading let your colleagues know in the readings discussion folder where you can also attach your reading responses.

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| Idea | As inquiry-based learning differs from the normal method of teaching and teachers become the facilitator of thinking for students, effective questioning and when to ask open or closed questions is fundamental to students’ engagement and understanding of a topic. |
| Relationship | As someone who plans to implement an instructional, constructivist approach to teaching and science teaching specifically, the students’ use of questioning will allow me to gain insight into their understanding of a topic based on the questions they ask. Questioning is essential to students’ engagement in the topic, and the progression from open to closed questions as they begin to shape their understanding of the topic is fundamental to inquiry-based lessons working successfully in the classroom. Questioning as a skill develops as students understand a task, and go from beginning to form their understanding, to defining key terms of to clarify specific topics. Harbouring this is crucial to provide all students the opportunity to question topics and subjects to better their understanding. |
| Implications | Effective questioning, combined with waiting time allows students to form their understanding free from time constraints, instead of being rushed to a topic. An implication for my teaching is to base lessons around question times following explicit teaching or investigation time for students. Having multiple opportunities to question lessons, topics, or their own understanding throughout entire lessons will provide students at higher or lower ability to levels to increase their understanding, allowing all students to contribute. This will ultimately result in positive responses from students and give a creative control to their learning. This forms the ability to respond positively to the material they are learning about, and the lesson overall. Seeing these responses will gauge how each student is understanding the topic and can help identify which students may need more assistance. |

Australian Academy of Science (2011) [*Effective Questioning*](https://www.sciencebydoing.edu.au/professional-learning/effective-questioning)*,* Science by Doing, Australian Academy of Science, accessed 22 March 2021.