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**Tool nr. 94 - material**

Developed by: Catholic Education Flanders

**Name of the material**

**50 Examples of Wonderings by Grade Level and Teaching Area**

**Sources**

Dana, N. F., & Yendol-Hoppey, D. (2008). *The Reflective Educator’s Guide to Professional Development: Coaching Inquiry-Oriented Learning Communities*. Thousand Oaks, CA: Corwin press, p. 55-57.

**Purpose of the material**

These sample wonderings/research questions show what a research question is and at the can inspire teachers to find their own researchable question.

**Material**

<b>Elementary</b> <b>(K-5):</b>	
Math	<ul style="list-style-type: none"> <li>• How does one teach fractions conceptually, and what are the impacts of that teaching on the different learners in my classroom?</li> <li>• What is the relationship between students’ basic math fact fluency and their ability to problem solve?</li> <li>• How can I differentiate instruction and use our district’s adopted math program?</li> </ul>
Language Arts	<ul style="list-style-type: none"> <li>• How can I use my word wall in a literacy center to make it more meaningful for my students?</li> <li>• What is the relationship between the reading of fractured fairy-tale plays and the fluency development of fourth graders?</li> </ul>
Science	<ul style="list-style-type: none"> <li>• How can I encourage students to use scientific terms when talking about science?</li> <li>• How do online demonstrations compare to live demonstrations regarding effectiveness in capturing students’ interest?</li> <li>• How can I take a science unit that is heavy on content, and make it more inquiry-based?</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>• How can the story of the “true discovery” of America be taught to fourth graders in a developmentally appropriate way?</li> <li>• How will the implementation of the organizational structure embedded in Interactive Notebooks help our students understand the scientific process and gain historical perspectives in social studies?</li> <li>• How will using role play and simulations increase student understanding of historical events?</li> </ul>



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	<ul style="list-style-type: none"> <li>How do I begin to engage students in discussing difficult and controversial issues?</li> </ul>
<b>Secondary (6-12):</b>	
Math	<ul style="list-style-type: none"> <li>How does the use of tessellations as a context for students to investigate geometric shapes and their properties play out in my classroom?</li> <li>How can I instill in my seventh graders a habit of working through math problems on multiple choice tests so they do well on our state standardized test?</li> </ul>
Language Arts	<ul style="list-style-type: none"> <li>What happens when I put culturally relevant literature in the hands of my eighth grade reluctant readers?</li> <li>How will the use of Comprehension Strategies effect student reading achievement in the area of vocabulary?</li> <li>What are some strategies I could use to facilitate better literature discussions?</li> </ul>
Science	<ul style="list-style-type: none"> <li>How can I better utilize demonstrations in a way that empowers my students' learning of high school chemistry?</li> <li>What is the relationship between investigations I typically use and my students' developing understandings of Bernoulli's Principle?</li> </ul>
Social Studies	<ul style="list-style-type: none"> <li>How does using technology such as Google Earth impact students' understanding and application of geography skills?</li> <li>How will deepening my own adult content knowledge and understandings about the Holocaust translate into the ways I teach this topic?</li> </ul>
<b>Special Areas:</b>	
Art	<ul style="list-style-type: none"> <li>How can still life drawing help children see multiple perspectives, and apply this to social situations?</li> <li>What is the relationship between students' expressing themselves through art and their writing for language arts assignments?</li> </ul>
Music	<ul style="list-style-type: none"> <li>Which music and movement techniques can help improve my students' behavior during large group/circle time?</li> <li>How can I teach music theory in a performance-oriented class?</li> <li>How might music help a particular student combat some frustrations when reading and boost her self-esteem?</li> </ul>
Foreign Language	<ul style="list-style-type: none"> <li>In what ways can I improve my students' ability to write in French?</li> <li>How does keeping a daily, personal journal help Spanish students improve written grammar?</li> </ul>

Physical Education	<ul style="list-style-type: none"> <li>What are the best ways to grade students in physical education class?</li> <li>In what ways can physical education activities build on students' learning to read in kindergarten and first grades?</li> </ul>
Technology Education	<ul style="list-style-type: none"> <li>How can a team of teachers work through problems together and support each other to overcome hurdles when using new technologies?</li> </ul>



	<ul style="list-style-type: none"> <li>• How can the use of assistive technologies (AlphaSmart, Kidspiration, audio recordings and Stationary Studio) increase the writing quality, interest, and motivation for a gifted third grade student?</li> <li>• How can I use a SMART board to best facilitate student learning?</li> </ul>
Administration:	<ul style="list-style-type: none"> <li>• What are teachers' level of satisfaction with the current block schedule in place at the secondary level?</li> <li>• What are viable alternatives to ISS (In School Suspension) and how do they play out in our high-school?</li> <li>• What are some strategies for promoting teacher leadership in my school, and how are they working?</li> <li>• In what ways does peer-coaching contribute to the continued professional development of veteran teachers and what role can I play as a principal to facilitate the process?</li> </ul>
<b>Generic Act of Teaching (K-12):</b>	<ul style="list-style-type: none"> <li>• How can I better communicate with my middle school students' parents?</li> <li>• What are the most effective methods to ensure that Show and Tell is a meaningful, academic-related activity?</li> <li>• How do I design an extension of the reciprocal teaching method that is both effective and efficient, while still engaging to students?</li> <li>• How can I incorporate more higher level questions into classroom discussions, and have students recognize and answer them as such?</li> <li>• How can we make inclusion meetings more helpful for students and educators in our school?</li> <li>• What impact will a Critical Friends Group have on the teaching and professional growth of members of the group?</li> <li>• How can students be taught organizational skills and strategies so they will use them to improve their academic performance?</li> <li>• How do the structure and management of my classroom effect a particular student's behavior?</li> <li>• How does my questioning behavior change as I teach across subjects?</li> <li>• How can I use my students' social skills to enhance their learning and instruction at the same time?</li> <li>• How do the ways I phrase questions contribute to how learners interpret them?</li> <li>• In what ways do my classroom management and practices deter from my philosophy of teaching and my beliefs about how children learn?</li> <li>• How can I maintain an inclusive classroom when high-stakes testing seems to encourage noninclusive practices?</li> </ul>

**How you can use this material in your practice**

You can use this material at the beginning of the inquiry cycle when looking for the appropriate research question. It is important that your question comes from your real world observations and dilemmas. That is why it is recommended that you combine this material with the *Passion Protocol* which can materialize your wonderings/questions as professional passions. The above set of questions from the variety of subjects gives you the insight of what the researchable question might be and helps you in the process of formulating your own research question at the same time.



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**Debrief - reflection and metacognition**

**Feedback on the use of the tool**