



ERASMUS+



2014-1-BE02-KA201-000432

**Protocol Reference Number: 99**

**Developed by:** Catholic Education Flanders

**Title**

**Choosing the right question**

**Sources**

Developed by Project Zero, Harvard University (Evidence Project, 2000).

You can find all information about Project Zero at <http://www.pz.harvard.edu> and all information on the evidence project at <http://www.pz.harvard.edu/projects/the-evidence-project>

**Purpose of the protocol**

This protocol helps clarify the process for choosing a question to focus on evidence informed work. As teachers identify questions about their practice that feel important to them, they are asked to consider the four questions below. During this protocol each participant is asked to address the four questions.

1. Why is this question personally important to you?
2. How is it relevant to teaching and learning in your classroom?
3. What direct connections to student learning can we identify?
4. Does this question feel too specific or too broad?

**Materials**

**Time**

50 minutes:  
5 minutes individual preparation  
4 times 10 minutes presentation of a question = 40 minutes  
5 minutes to debrief

**Roles**

There is an overall presentation of the protocol. Then groups of 4 participants, prepare the presentation of their question, present their question and dig deeper into the question.

In the groups of 4 these are the roles: Time keeper, presenter and facilitator

**Process**

1. Make groups of 4 participants;
2. Appoint a facilitator, a time keeper and the facilitator informs that every participant will be a presenter;



3. Each participant prepares individual his/her question about his/her practice and addresses these four questions: (5 min)
  - Why is this question personally important to me?
  - How is this question relevant to teaching and learning in my classroom?
  - What direct connections to student learning can I identify?
  - Does the question feel too specific or too broad?
4. The presenter presents his/her question and explains why this question is important to him/her, how it is relevant to teaching and learning, what direct connections the question has to student learning and if the question feels too specific or too broad. (3 min.)
5. The group members ask clarifying questions, the presenter answers (2 min.)
6. The group members ask probing questions, the presenter is silent (2 min.)
7. The group discuss on what they heard and reflect on the 4 questions, the presenter is silent. (2 min.)
8. The presenter reflects on what he/she heard and decides on what he/she does with his/her question. (1 min.)
9. Repeat the process with another presenter

## References

## Exemplification

### clarifying questions:

Are simple questions of fact. They clarify the dilemma and provide the nuts and bolts so that the participants can ask later on good probing questions and provide useful feedback.

### Examples of clarifying questions:

- Is this what you said...?
- What resources were used for the project?
- Did I hear you say...?
- Did I understand you when you said...?
- What criteria did you use to...?
- What's another way you might...?
- Did I hear you correctly when you said...?
- Did I paraphrase what you said correctly?

### probing questions:

Probing questions are powerful, open questions that are intended to help the presenter think more deeply about the issue at hand. If a probing question doesn't have that effect, it is either a clarifying question or a recommendation.

### Examples of probing questions:

- Why do you think this is the case?
- What would have to change in order for...?



- What do you feel is right?
- What's another way you might...?
- How is...different from...?
- What sort of an impact do you think...?
- When have you done/experienced something like this before? What does this remind you of?
- How did you decide/determine/conclude...?
- What is your hunch about...?
- What was your intention when...?
- What do you assume to be true about...?
- What is the connection between...and...?
- What is the opposite were true? Then what?
- How might your assumptions about...have influenced how you are thinking about...?
- What surprises you about...? Why are you surprised?
- What is the best thing that could happen?
- What do you need to ask to better understand?
- How do you feel when...? What might this tell you about...?
- What is the one thing you won't compromise?
- What criteria do you use...?
- Do you think the problem is X, Y or something else?
- What evidence exists...?
- If you were X, how would you see this situation?
- If time, money were not an issue...?