

Answer sheet

Some suggested answers are given below. In many cases there is no definitive answer as the effectiveness of the strategy will depend on a number of factors. Some examples are given of factors on which the answer might depend on how a strategy might be adapted.

What are these techniques good for?

Questioning techniques
Question and answer: Volunteers answer. Teacher or trainer asks a question. Learners volunteer to answer.
Question and answer: Nominees answer. Teacher or trainer asks a question and nominates person to answer.
Buzz Groups: Volunteers answer. Learners work in small groups to answer a thought-provoking question. Teacher or trainer asks each group in turn to contribute to part of the answer. A volunteer answers for their group.
Buzz Groups: Nominees answer. As above, but the teacher or trainer nominates the learner in each group who will contribute that group's answer(s) after the discussion.
Assertive Questioning - Groups work on thought-provoking questions. Teacher or trainer asks individuals to give their group's answer. As a whole class they then discuss the groups' different answers and agree a 'class answer'. Only then does the teacher or trainer 'give away' the correct answer.
Pair Checking - Teacher or trainer asks a question, then learners work alone to answer it. In pairs learners then compare answers, giving their partner one good point and one way their answer could be improved while the teacher or trainer observes. The teacher or trainer then gives the correct answer.
Giving Answer - Teacher or trainer gives several answers, some correct some not. Learners work as groups to identify the correct answer. Teacher or trainer asks individuals to justify their chosen answer. This can be linked with assertive questioning and pair checking.

Teacher or trainer gets feedback	Learners get feedback	Learner participation rate	Learner thinking time	Learner comfort	Teacher or trainer observations
					
					
					
					
					
					
					