

# Standards Unit

## IMPROVING DIFFERENTIATION IN BUSINESS EDUCATION

### TOPIC 2: QUESTIONING TECHNIQUES

#### PARTICIPANTS' BRIEFING SHEET

#### Activity 3: Applying questioning techniques (1 hr, 20 mins)

##### Objectives

- To apply appropriate questioning techniques in teaching and learning situations.
- To evaluate questioning techniques for individuals and groups.

##### Resources

Group exercise brief and support materials

Role cards

Observer grid

##### Role-play

- You'll be given an exercise by your facilitator. This exercise simulates a teaching and learning situation.
- You'll need to spend time individually reading the materials for the exercise.
- You'll choose, or be allocated, a role and then undertake the exercise.
- Once the exercise is completed, the participant in the role of teacher or trainer will ask questions of those in the role of learners to see what they've learned from the exercise.
- The participant in the role of observer will observe the exercise and take notes.

The roles are:

- The teacher or trainer – devises questions and uses questioning techniques with the group once the exercise is complete.
- The observer – makes notes on the teacher's or trainer's questioning and looks for questions and techniques that work and those that don't. They provide feedback to the teacher or trainer in the plenary session at the end of the questioning activity.
- Team members – are learners who undertake the set exercise, following the instructions on the task and role sheets. They answer questions posed by the teacher or trainer at the end of the exercise.

You'll find further details of your roles on your role cards.

At the end of the questioning role-play you'll be asked to evaluate the effectiveness of the questions and questioning techniques used in the role-play.