



## STUDENT-GENERATED QUESTIONS ASSIGNMENT

OSUN Teaching Resources

<b>Course Type/ Level:</b>	Literature / 100-300 Could also work for FYSEM, philosophy, political studies...most any subject in which a shared text is involved.
<b>Assignment Goals:</b>	Students create questions based on a shared reading and then respond to each other's questions.
<b>Materials to Provide Students:</b>	1) Question-Types Handout (see below in "Tasks") 2) Shared text (from your syllabus)
<b>Technological Resources Needed:</b>	No-Tech Version: Just email, but see limitations below. Tech Version: Google Classroom "Question" function or Moodle "Forum"
<b>Preparatory Steps:</b>	These are minimal. You'll need to establish student pairs or small groups in advance and announce them either via email or on your course site. These should change periodically.

**Tasks/Activities:**Step One

On your course site, or via email message to your students, post the following four categories of questions (Raphael 1986). The categories may seem a little hokey, but they have the virtue of simplicity and, in my experience, tend to work well as guidelines:

**Right There (Text Explicit)**

These are questions with a single answer derived explicitly from the text. For instance, “How does Willingham define the term ‘learning style’?”

**Think and Search (Text Explicit)**

Similar to RT, but these require the reader to look through the text and synthesize information. For instance, “Willingham writes about several empirical studies that call ‘learning style’ theory into question. What do these studies have in common? Refer to three.”

**Author and You (Text Implicit)**

This is an interpretive question that requires reference to the text. These are the most common kinds of questions we tend to ask in class discussions. For instance, “What is Willingham’s stake in this argument? Why does he keep coming back to it?”

**On Your Own (Text Implicit)**

As the title suggests, this question asks for an opinion, but again, it shouldn’t float entirely free of the text. “Has Willingham changed your mind? Made you angry? In short, write about your reaction to the article.”

In addition to the question guidelines, post the pairings or groupings of students. (There is an alternative to this that I’ll address in the “Tips” section).

Step Two

Ask every student to (1) write two of each kind as a post-reading assignment, (2) post their questions to the Classroom “Question” blog (or the Moodle Forum), (3) respond to their partner’s questions in the blog or forum.

Step Three

Review the students’ questions and responses. This is a handy mode of formative assessment, because you’ll get a little insight into what

	<p>might need to be reinforced or explained, as well as what the temperature of the class is.</p> <p><u>Note</u></p> <p>If you're going the "No Tech" route, the only change will be in step two. Ask your student pairs to email each other their questions and responses with you in copy. It will lead to a lot of email for you, but it works.</p>
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<b>Additional Tips or Advice:</b>	<p>Note:</p> <p>If you have the opportunity, give the students an opportunity to practice writing the different types of questions. From their practice, post the strongest examples and point out why.</p> <p>A synchronous alternative:</p> <p>Google Chat has a function called "Rooms." You can create small groups of students (the groups are "rooms"). As the creator, you are automatically a part of each room. The Q&amp;A described above can then happen as a written conversation in real time. It's as if the group of students were texting each other with you in the loop. Other instructors have used WhatsApp for the same purpose.</p>
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