

Responding When Students Don't Get It

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Zone of Proximal Development

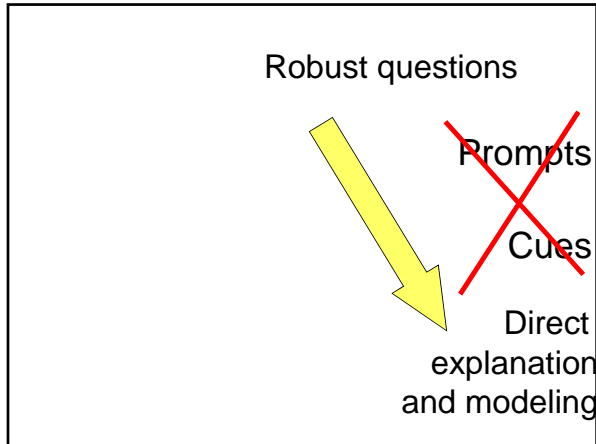
Scaffolding

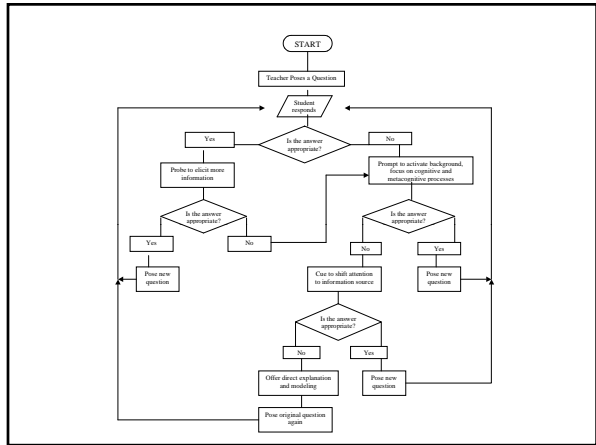
"As easy as learning to ride a bike"

Scaffolds
extend the
range of the
worker

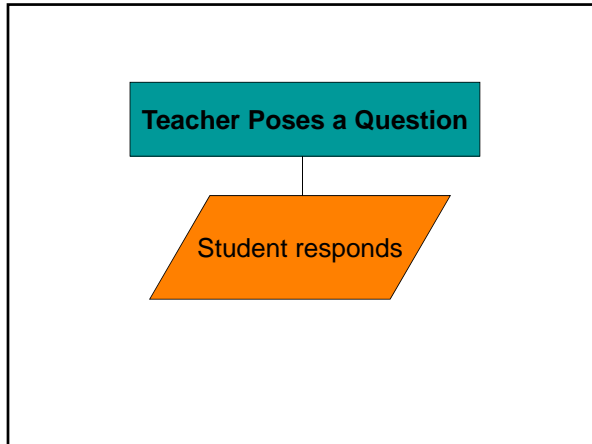
Goal is
Productive
success

Robust questions
Prompts
Cues
Direct
explanation
and modeling





Robust Questions to Check for Understanding



6 Types

- Elicitation
- Elaboration
- Clarifying
- Inventive
- Divergent
- Heuristic

Questions should be used to **ASSESS** what initial instruction has stuck, and what hasn't

Most Common

Elicitation
Elaboration
Clarifying
Inventive
Divergent
Heuristic

Often described as
reproductive questions

“Who was the first president of the United States?”
“What are the three kinds of atomic particles?”
“When did the main character decide to leave home?”
“Where did the Confederate Army surrender to the Union Army?”
“Why do caterpillars make a chrysalis?”
“How does Marty get food to feed Shiloh?”

Draws on the first three levels of Bloom's Taxonomy

Create
Evaluate
Analyze
Apply
Understand - Describe, Explain
Knowledge - Remember

Based on an APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

85% of novice teachers' questions are recognition and recall

Tienken, Goldberg, & DiRocco, 2009

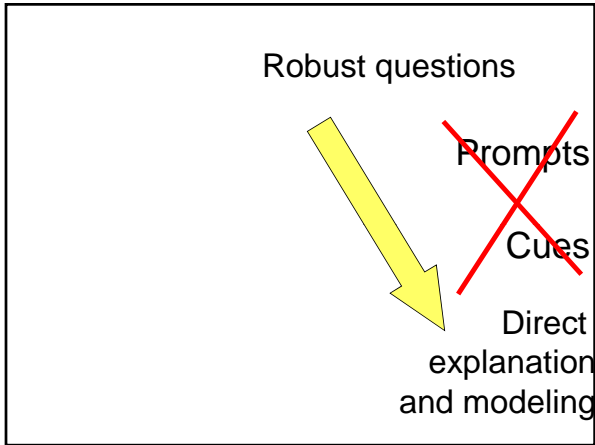
Experienced teachers asked this type of question 68% of the time

Tienken, Goldberg, & DiRocco, 2009

Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Good. What is a diurnal animal?



It's a problem when there's **nothing to follow** the initial question.



Probe

Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?
Student: Well, it doesn't sleep a lot.

Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?
Student: Well, it doesn't sleep a lot.

Misconception

Most Common

- Elicitation
- Elaboration**
- Clarifying**
- Inventive
- Divergent
- Heuristic

Elaboration and Clarification questions invite students to expand on answers

"Tell me more about what you mean by that."
"What would you do next?"
"What does this mean to you?"
"And what happened after that?"
"How did you feel about that?"
"How would that work?"

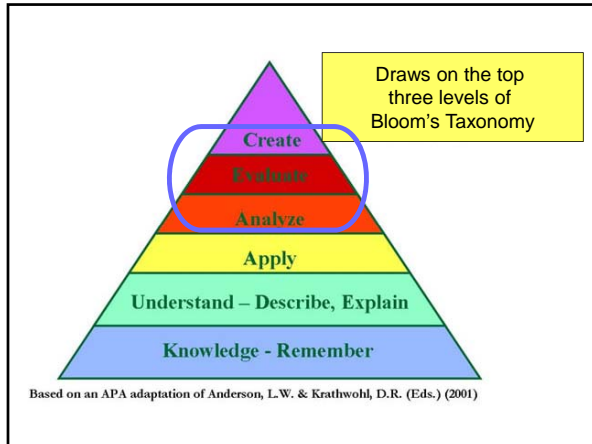
Open-ended questioning technique

Clarifying questions return the student to the text

"How do you know that is true?"
"Could you give me an example of that?"
"You said tornadoes are more dangerous than earthquakes. What are your reasons for that?"
"Why do you think Swimmy would be a good friend?"

Most Common

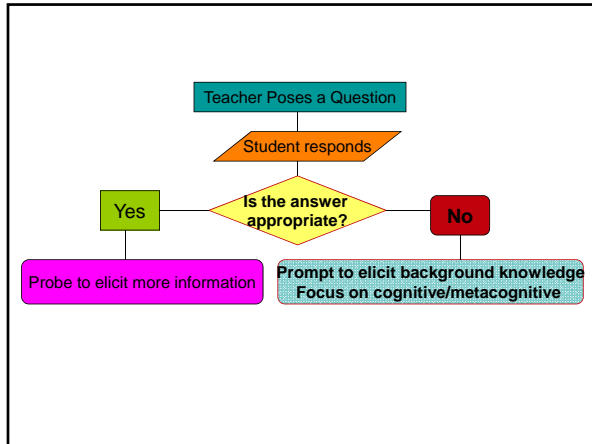
Elicitation
Elaboration
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To move to higher-order questions

Use Less Of		Use More Of
• What	→	• Why
• When	→	• How
• Where	→	• Suppose
• Who	→	• Justify
• Which	→	• Example

Prompting for Cognitive and Metacognitive Thinking



Questioning is about *assessment*

Prompting is about *doing*

Background knowledge prompts

invite students to **use what they know** to resolve problems

Teacher: What is a nocturnal animal?
Student: An animal that stays awake at night.
Teacher: Tell me more about that. Does a nocturnal animal have special characteristics?
Student: Well, it doesn't sleep a lot.
Teacher: I'm thinking of those pictures we saw of the great horned owl and the slow loris in the daytime and at night. Does your answer still work?

PROMPT

Process or
Procedure
Prompts

To perform a
specific task

Reflective
prompt

knowing about knowing

"What did you learn today?"

Heuristic prompt

Informal and less defined

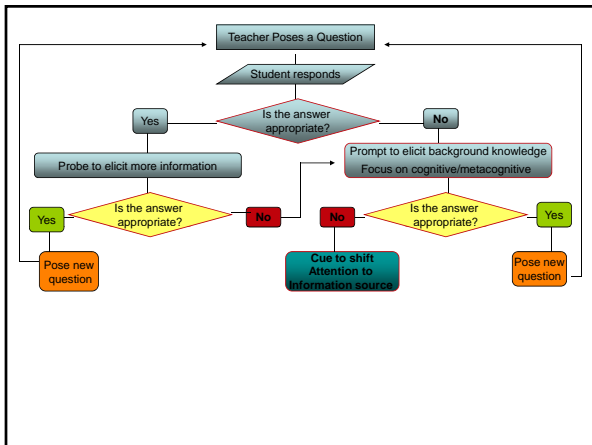
"Make a graph so you can see it."

How do you find parking?

Before the Reading	During the Reading	After the Reading
Based on this title, what do you expect this book will be about?	What do you know about ____ so far?	What surprised you? Was that what the author wanted?
Have you read other books by this author? What do you expect?	What do you expect will happen next?	Does this remind you of any other books you've read?
What do you already know about ____ before you begin reading?	What has happened so far? Take a look in the text for clues.	If a person wanted to know more about this subject, where could they look?
When you read the reviews on the back cover, did it change your expectations?	Have you experienced something like this?	Who would you recommend this to?

Heuristic prompts in reading

Cues to Shift Attention



Cues

Shift attention to sources of information

More direct and specific than prompts

the **expert** commentator sees things you don't

CUES do the same for novices

Attention grows with competence

6 Types

- Visual
- Physical
- Gestural
- Positional
- Verbal
- Environmental

Visual Cues

Direct attention to print

Circling, highlighting, underlining passages

Physical Cues

The most **overt**

Hand-over-hand; touching elbow

Gestural cues

do not involve touching
are purposeful and precise

Positional cues rely on movement

Verbal Cues
*"Watch out. This is where
lots of people make a mistake."*

Emphasis Cues
*Repeating
Intonation
Pausing*

Environmental Cues

Proximity

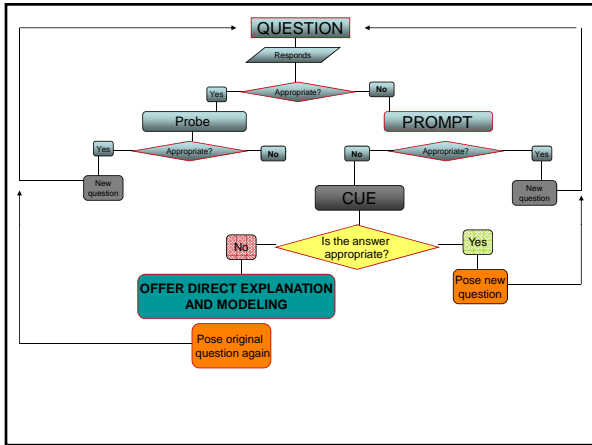
Environmental print

Manipulatives

Interactive whiteboards

**Direct Explanation
and Modeling**

When prompting and cueing fail, it's time for direct explanation.



Direct Explanation

- Identify
- Explain
- Think aloud
- Monitor

Take care not to re-assume responsibility too quickly

Direct explanation
when needed

Cues to shift attention

Cognitive/Metacognitive
Prompts

Robust questions
to check for understanding

Look for evidence of teachers
using questions, prompts,
cues, and direct explanation in
guided instruction.

Guided
Instruction video
