SOLO Taxonomy and Questions, Questioners, Questioning

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“Once you have learned how to ask relevant and appropriate questions, you have learned how to learn and no one can keep you from learning whatever you want or need to know.”

Neil Postman and Charles Weingartner
Teaching as a Subversive Activity
“…. the greatest invention since the birth of mankind is the question.” (Witte 2001)

“…… as teachers, the first thing we steal from our children is their questions.” (Edwards 2001)
“Going in search of student questions is like travelling into a linguistic Serengeti”
(Hook 2003)
How does “doing school” discourage questioning?
Never mind what’s Sanctifying Grace! That’s none of your business. You are here to learn the catechism and do what you are told. You are not here to be asking questions.

Angela’s Ashes
How can we develop student questioning, student questioners, and student questions?
Helping students become better questioners requires:

- Contexts for **Questioning**
- Dispositions for **Questioners**
- Frameworks for **Questions**
Why do you value student questioning in your learning community?

In society and in schools the questioner is oftentimes marginalised as a trouble maker and maverick ...
CON短信S FOR QUESTIONING

- Questioning for living a good life in a well functioning society
- Key competencies [MoE 2004]
- Thinking relating to others
- Belonging, participating, and contributing
- Managing self
- Making meaning from information

- National curriculum framework
- English
- Mathematics
- Science
- Languages
- Technology
- Social studies
- The arts
- Health and physical education

- Questioning for inquiry based learning
- Questioning for problem based learning
- Questioning for William's model
- Questioning for parallel curriculum Core/Connections/Practice/Identity
- Questioning for community of thinking Harpaz 2005

- Questioning for design mode education
- What is this idea good for?
- What does it do and fail to do?
- How could it be improved?

- Questioning for belief mode education
- Clarity
- Precision
- Accuracy
- Significance
- Relevance
- Completeness
- Logicalness
- Fairness
- Breadth
- Depth

- Questioning for metacognitive reflection
- Questions for planning
- Questions for monitoring
- Questions for assessment

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Dispositions for Questioners

How do you value student questioning behaviours in your learning community?
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Self and peer assessment rubrics coded against SOLO Taxonomy

- I need help to ask a question
- I can ask my family and close friends questions when seeking answers
- I can ask my family, friends, classmates and teachers questions when seeking answers
- I can ask my family, friends, teacher and people I don’t know, like experts, relevant/appropriate questions when seeking answers
- I can ask anyone relevant and appropriate questions when seeking answers, and I can reflect on my questioning.
Frameworks for Questions

How can you design a questioning curriculum?

How can you design a developmental sequence of questioning frameworks to build student expertise in making questions?
Student questions change with different questioning frameworks.
SOLO Taxonomy and HOT Maps as a Questioning Framework.
### Self Assessment Rubrics for Formulating Questions

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<thead>
<tr>
<th>Level</th>
<th>Description</th>
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<tbody>
<tr>
<td>1</td>
<td>I can make questions that bring in one idea relevant to the subject.</td>
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<tr>
<td>2</td>
<td>I can make questions that bring in more than one idea relevant to the subject.</td>
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<tr>
<td>3</td>
<td>I can make questions that link information relevant to the subject.</td>
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<tr>
<td>4</td>
<td>I can make questions that go beyond the subject and make links to other concepts.</td>
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<tr>
<td>5</td>
<td>I need help to make a question</td>
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</tbody>
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Self and peer assessment rubrics coded against SOLO Taxonomy
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