



## TIPS FOR FACILITATING THE QUESTION FORMULATION TECHNIQUE™

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When the Question Formulation Technique (QFT) is taught in the classroom:

- the role of the teacher is to facilitate the students moving through the different steps of the QFT as simply as possible
- the role of the students is to ask questions and do all the thinking

**Here are some key tips for teaching the QFT process effectively.**

### Discussing the Rules for Producing Questions

Facilitate a full discussion on the Rules for Producing Questions the first time students are introduced to the QFT. Review the rules each time until students get accustomed to using them. Remind students to follow the rules each time you use the technique.

Give instructions for students to think about the rules and let them discuss one of the following:

- What might be difficult about following the Rules for Producing Questions?
- Which rule might be most difficult to follow?

### Try to Avoid:

- skipping this part of the process.
- naming or telling the students the difficulties or value of the rules.

Tell students that the only thing you'll be doing when they are asking questions is reminding them to follow the rules.

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### The Question Focus (QFocus)

This is the focus for student questions related to the content you are teaching. They will be asking questions about the QFocus. It can be a statement, a visual, a math problem, music, etc.

- Present the QFocus without any additional information.
- Introduce the QFocus with minimal explanation.

For example: "Our Question Focus today is '\_\_\_\_\_'. Ask as many questions as you can. Follow the rules. Number the questions as you produce them."

### Try to Avoid:

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| □ Using a QFocus that is convoluted or buried in additional information, like facts, quotes, etc. | □ Over-explaining, lecturing or giving a long introduction to the QFocus. |
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## Facilitating QFT Steps

Give brief instructions for students to complete each one of the QFT steps.

Monitor group work and give clarifying instructions as needed. Go around the room to observe group work and interactions during the process. Listen for the types of questions they are asking. Try your best not to get pulled into their discussions.

Set a time and place in the process to discuss what to do with the questions produced. Let students know that they will be asking many questions and that there is a step in the process to talk about how the questions will be used.

Allow groups to work at their own pace. It is okay if some groups produce more questions than others.

Validate all student contributions equally. Use the same words for all contributions. For example: "Thank you" will allow you to acknowledge contributions neutrally.

### ***To maximize the value of the Question Formulation Technique, you should:***

- ❑ Not give examples of questions students should be asking. If you do, you will be setting the direction of the questions and stopping students' independent thinking.
- ❑ Resist getting pulled into the small group discussions, but rather facilitate student thinking.
- ❑ Not answer any questions while students are in the process of producing questions.
- ❑ Expect all groups to produce questions. Some may produce only a few and some more. Those who seem stuck can be encouraged to ask more simply by stating: "Look at your QFocus and think about if there's anything you would like to know about it. Turn that into a question." But, if they only come up with a few questions, that is fine. The value of producing questions is in the process of thinking and not in the number of questions produced.
- Not use different levels of validation such as great, excellent, good question, or that's the right question, when students are reporting their questions. You can just say "Thank you." If you respond to one question with "Great question," then students who don't hear that response from you will feel they failed to ask what you consider a great question and may not want to share questions in the future.