TABLE 5.2 Questions as a Fractal Pedagogy

UNIT OF INQUIRY	EXAMPLE(S)
Students pose their own questions.	• Journaling: What questions are coming up for you as we begin this unit study? • KWL: Jot down what you k(now) and w(ant) to know about our new area of study. At the end, we will write down what we l(earned).
Students ask each other questions.	• Small group or fishbowl discussions, centered around students' questions (have them jot down questions on sticky notes first and take turns asking them). • Reciprocal teaching model: A scaffolded discussion technique that incorporates four main strategies—predicting, questioning, clarifying, summarizing. • Give one, get one: Have students develop questions, then stand, pair-share, and trade. Encourage them to find answers on their own or by engaging with peers.
Students ask you questions.	• Cognitive apprenticeship/teacher-as-coach: Instead of answering student questions, respond with questions. • Conferencing: Organize mini-conferences with students on a significant piece of work in which they come with their own questions.
Teacher poses questions to the class.	• Socratic discussion: Pose open-ended questions with no clear answer. Over time, have students lead the discussion.
Teacher structures an assessment, task, project, or unit around an essential question.	• Initiate a unit around an essential question that students revisit each week and do a final assessment around. • Organize project-based learning or performance-based assessments around provocative open-ended questions.