



Student Generated Questions are intended to allow students to display a deeper understanding of the objectives and develop independent learners. When students generate their own questions about a story, text, problem, or topic, it arouses student interest and gives them a purpose for reading. Regardless of content, learning is driven by inquiry. For this effective practice, students use new content from the lesson to generate questions for their peers to answer, for their own study purposes, and/or to inspire future learning. Students may depend on their questions for content review, and recalling prior knowledge can be activated by self-questioning. Creating a classroom where students generate authentic questions is an important strategy for teaching and learning. Student Generated Questions allow students to demonstrate understanding of the content, clarify content, make connections to other content, and reflect on learning.

- Choose the objective(s) students will be learning.
- Determine the purpose of the Student Generated Questions within the lesson.
- Develop a use for the Student Generated Questions. Will they be part of a later assessment? An exit ticket? A discussion in small group?
- Establish procedures and expectations for how students will generate and present questions. Students should see both examples and non-examples
- Discuss this technique with students explaining why and how generating questions will be useful to them.
- Provide examples of Student Generated Questions and expectations and model the technique.
- Allow opportunities both written and oral for students to develop and ask questions during the lesson.
- Allow time for students and/or teacher to review and respond to Student Generated Questions in a thoughtful manner. Students should be given opportunities to give anonymous feedback.



Additional Tools

Post-It Questions

Students generate questions on Post-It notes during the lesson and answer them at the end. Post-Its work well because they can be manipulated. Teachers can have students write these questions as they come up in the lesson and they can bring questions to the board, stick it to their desk, or place them in a “parking lot”. Technology can also be used with [Padlet](#) or [TodaysMeet](#) for students to post questions.

For more strategies and/or resources, visit houstonisd.org/EffectivePractices



ALERTS

Make sure that question stems are scaffolded by student level.



QUICK TIPS

Allow students to use question stems for development of questions. Teach students rigorous levels of questions by teaching them the levels of Bloom's Taxonomy.