

# OPEN-ENDED QUESTIONS

Open-ended questions are inquiries that cannot be answered with a simple "yes" or "no" and require elaboration.

## BENEFITS

- **Getting to know people** - They speed up the process of getting comfortable with each other.
- **People feel heard** - Allowing time and space for longer answers gives people the chance to have their thoughts and ideas shared.
- **Improves student thinking** - Teachers use it to encourage students to verbally process and clarify their thinking.

## EXAMPLES

- **For Students:** What did you find most interesting or surprising about today's lesson?
- **For Getting to Know People:** So, can you tell me about the first time you met our mutual friend who introduced us?
- **For Interviews:** How do you approach problem-solving, and what methods are most effective?

# Open Ended Questions In Science Examples

**Kok-Sing Tang**



## **Open Ended Questions In Science Examples:**

**Science As Inquiry** Jack Hassard,2011-03 Aligns to Common Core state standards Cover Teaching Science to English Learners Stephen Fleenor,Tina Beene,2019 Teaching Science to English Learners is a go to resource for science educators to promote listening speaking reading and writing in their classrooms Each chapter outlines specific easy to implement strategies that foster academic language development and comprehension of science concepts with specific scaffolds highlighted for each language proficiency level Teaching Science to English Learners is thoughtfully designed to help teachers equip students to navigate inquiry driven instruction understand abstract science concepts and master the multitude of science vocabulary that can be challenging for ELs and non ELs alike By equipping teachers with strategies to draw from students prior knowledge and focus on collaboration this book helps science teachers make lessons accessible for all learners while deepening content comprehension and developing academic language Teaching Science to English Learners is the second in a set of books designed to help content area teachers create learning environments in which English learners thrive *Development of Student Understanding: Focus on Science Education* Calvin S. Kalman,Mark Lattery,2020-01-21 *Discourse Strategies for Science Teaching and Learning* Kok-Sing Tang,2020-10-28 This engaging and practical volume looks at discourse strategies and how they can be used to facilitate and enhance science teaching and learning within the classroom context offering a synthesis of research on classroom discourse in science education as well as practical discourse strategies that can be applied to the classroom Focusing on the connection between research and practice this comprehensive guide unpacks and illustrates key concepts on the role of discourse in students thinking and learning based on empirical analysis of real conversations in a number of science classrooms Using real life classroom examples to extend the scope of research into science classroom discourse begun during the 1990s Kok Sing Tang offers original discourse strategies as explicit methods of using discourse to engage in meaning making and work towards a specific instructional goal This volume covers new and informative topics including how to use discourse to Establish classroom activity and interaction Build and assess scientific content knowledge Organize and evaluate scientific narrative Enact scientific practices Coordinate the use of multimodal representations Building on more than ten years of research on classroom discourse *Discourse Strategies for Science Teaching and Learning* is an ideal text for science teacher educators pre service science teachers scholars and researchers **Teaching the Nature of Science Through Process Skills** Randy L. Bell,2008 Engage your students with inquiry based lessons that help them think like scientists This book has made such a difference in my teaching of science this school year I have had some of the most amazing science lessons and activities with my students and I attribute this to what I learned from this book I have watched my 5th grade students go from being casual observers in science to making some amazing observations that I even missed We enjoy our class investigations and the students ask for more Alyce F Surmann Sembach Middle School Teachers will relate well to the author

s personal stories and specific examples given in the text especially the ones about events in his own classroom like having the grasshoppers escape into the classroom Andrea S Martine Director of Curriculum and Instruction Warrior Run School District With Teaching the Nature of Science through Process Skills author and science educator Randy Bell uses process skills you ll recognize such as inference and observation to promote an understanding of the characteristics of science knowledge His personal stories taken from years of teaching set the stage for a friendly narrative that illuminates these characteristics of scientific knowledge and provides step by step guidance for implementing inquiry activities that help children understand such important yet abstract concepts With Randy as your guide you can better adhere to current science education standards that urge teachers to go beyond teaching science content to teach children about the practice and the nature of science in a way that engages all learners in grades three through eight Investigate further More than 50 ideas and activities for teaching the nature of science to help you meet content standards A comprehensive framework to guide you in integrating the approach across the science curriculum throughout the school year and across the grade levels A goldmine of reproducible resources such as work sheets notebook assignments and more Assessment guidance that helps you measure your students nature of science understanding **Assessing Student Understanding in Science** Sandra K. Enger, Robert E. Yager, 2001 This is a great book It provides real examples for teachers school districts and teacher education programmes to assess science standards in the curriculum Fred Bartelheim College of Education University of Northern Colorado Greeley This book is packed full of different methods for assessing science standards It contains alternative assessments and rubrics It supports the National Science Education Standards of the National Research Council NCR and the guidelines in Science for All Americans of the American Association for the Advancement of Science AAAS There are also sections and ideas for teachers to evaluate their own curriculum and instruction against the standards and to improve them Examples created by practicing teachers are provided Elementary School Science Activities Pearl Astrid Nelson, 1968 *Political Science Research Methods* Janet Buttolph Johnson, Henry T. Reynolds, 2005 Teaches students to effectively evaluate the research of others and learn how to conduct their own When exposing students to political science s most important research methods comprehensive coverage as well as clear and straightforward language are paramount In the trusted tradition of previous editions this new fifth edition covers all of the major research methods of the discipline and leads students step by step through the logic of research design The new edition now gives even greater attention to promising new research tools such as online search engines formal modelling and logistic regression New and updated examples from contemporary research problems make the text especially relevant and engaging practice a new companion student workbook meaningfully ties exercises and assignments to learning objectives covered in each chapter presentation better reflects the actual process of developing research problems and implementing research designs Expanded discussion of hypothesis formation and the logic of making causal inferences Greater attention to creating operational definitions of theoretical concepts and how these

definitions affect research design and results More extensive coverage of the use of path diagrams to help students clarify their ideas about hypothesized relationships between concepts New and updated examples throughout to give students real world problems to work through such as stronger illustrations of how to extract hypotheses from written material such as magazine and newspaper articles Improved guidance on the proper use of aggregate data Research Methods Problems and Exercises Janet Buttolph Johnson H T Reynolds ISBN 1 56802 928 4 or as a package 1 56802 929 2 C100 pages 190 X 140mm Publication October 2004 The student workbook will contain additional exercises from text chapters and a CD with data sets in SPSS format as well as a simple convertible text format English Mechanic and World of Science ,1871 English Mechanic and Mirror of Science and Art ,1887 **The School Science Review** ,2003 *New Trends in Integrated Science Teaching* P. E. Richmond,1969 **PISA Sample Tasks from the PISA 2000 Assessment** Claudia Vendramel Tamassia, Andreas Schleicher, Programme for International Student Assessment, Organisation for Economic Co-operation and Development, 2002-05-24 In response to the need for internationally comparable student achievement data the Organisation for Economic Cooperation and Development OECD launched the Programme for International Student Assessment PISA PISA represents a commitment by the members of OECD to monitor the outcomes of education systems in terms of student achievement This publication describes the instruments used in the PISA assessment It introduces the PISA approach to assessing reading mathematical and scientific literacy with its three dimensions of processes content and context The document presents tasks from the PISA 2000 assessment and explains how these tasks were scored and how they relate to the conceptual framework underlying PISA The document contains 45 reading questions 11 mathematics questions and 8 scientific literacy questions SLD *New Trends in Integrated Science Teaching* Unesco,1990 This book is the sixth in a series of publications on the subject of integrated science teaching and is based on the proceedings of a consultation meeting held on the theme Recent Developments in Integrated Science Teaching Worldwide The meeting was organized by the Australian National Commission for Unesco in cooperation with the International Council of Associations in Science Education ICASE and with the Australian Science Teachers Association The intention of the book is to reflect how far integrated science teaching had spread around the world The chapters in the first part of this book describe key issues in integrated science and broad trends in the approaches to integrated science teaching worldwide They include the conclusions of five working groups set up during the meeting to discuss the key issues in the following areas 1 content developments in science and technology and their implications for science education 2 curriculum and resource materials 3 teaching learning and assessment 4 equipment and science teaching facilities and 5 teacher education The following articles are included in eight chapters of Part I What Is Integrated Science Teaching Its Beginnings and Its Place Today Dennis G Chisman Reflections on the Development of Integrated Science Teaching Projects for 4 16 Year Olds Kerst Th Boersma and others The Integration of Science Teaching through Science Technology Society Courses John Holman and Teacher

Behaviours Which Facilitate Integrated Science Teaching Ronald J Bonnstetter The second part of the book describes national and regional developments in the teaching of integrated science in Africa the Arab States Asia and the South Pacific Europe and North America Latin America and the Caribbean and is based largely on the reports and discussions at the meeting The third part contains some examples of topics and modules of integrated science courses taken from recent courses in Botswana the Caribbean the Netherlands the Philippines Sierra Leone and the United Kingdom The fourth part is an annotated bibliography over 370 entries which attempts to sample literature relevant to integrated science KR

Proceedings of the National Science Council, Republic of China ,2002      English Language Arts Massachusetts. Department of Education,1997      Research on Physics Education Edward F. Redish,Matilde Vicentini,Società italiana di fisica,2004 Physics Education research is a young field with a strong tradition in many countries However it has only recently received full recognition of its specificity and relevance for the growth and improvement of the culture of Physics in contemporary Society for different levels and populations This may be due on one side to the fact that teaching therefore education is part of the job of university researchers and it has often been implicitly assumed that the competences required for good research activity also guarantee good teaching practice On the other side and perhaps more important is the fact that the problems to be afforded in doing research in education are complex problems that require a knowledge base not restricted to the disciplinary physics knowledge but enlarged to include cognitive science communication science history and philosophy The topics discussed here look at some of the facets of the problem by considering the interplay of the development of cognitive models for learning Physics with some reflections on the Physics contents for contemporary and future society with the analysis of teaching strategies and the role of experiments the issue of assessment      The Building news and engineering journal ,1886      **Encyclopedia Americana: Desert to Egret** ,2005      *Physics for Scientists & Engineers* Raymond A. Serway,1996 This best selling calculus based text is recognized for its carefully crafted logical presentation of the basic concepts and principles of physics PHYSICS FOR SCIENTISTS AND ENGINEERS Sixth Edition maintains the Serway traditions of concise writing for the students carefully thought out problem sets and worked examples and evolving educational pedagogy This edition introduces a new co author Dr John Jewett at Cal Poly Pomona known best for his teaching awards and his role in the recently published PRINCIPLES OF PHYSICS Third Edition also written with Ray Serway Providing students with the tools they need to succeed in introductory physics the Sixth Edition of this authoritative text features unparalleled media integration and a newly enhanced supplemental package for instructors and students

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