

# 2021 CAL Online Bulletin #4

## Faculty Office Hours:

CAL Online Faculty Office hours are held via [Zoom](#). Faculty can make appointments for **30 minute private help sessions** or you can use the **drop-in hours** to get help, chat, share ideas, etc. Click link for [Zoom](#) site or use **Meeting ID 909 537 7104 Password: Spring2021**. Visit [Cal Online Teaching Resources](#) for other bulletins, videos & resources.

**Drop-In Faculty Hours (2/8 & 2/9)** : Monday 12-1, Tuesday: 11:30-12:30 PM

**Private Help Sessions:** Send an email to [tnelson@csusb.edu](mailto:tnelson@csusb.edu)

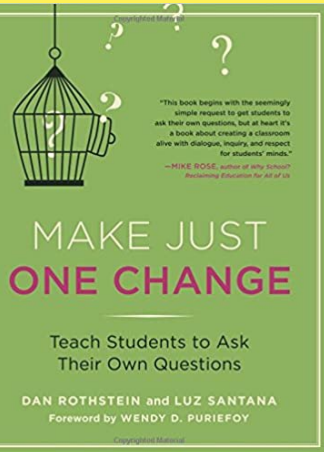
## Teaching Students to Ask Questions

**Make Just One Change: Teach Students to Ask Their Own Questions** (see [WorldCat](#) link) is one of those thought-provoking books that had me re-think how I teach. Rothstein & Santana challenge faculty to consider how a course is structured theorizing that even active, engaged classrooms may limit students' curiosity and agency. For example, students often work together in small groups to answer questions. But do your students know how to ask their own questions? In many college classes, fundamental questions are posed by experts and thus limit students' role to answering questions asked by others.

The QFT (Question Formulation Technique pedagogy proposed by Rothstein & Santana is straightforward. The instructor provides a statement for exploration. Then students work in small groups to accomplish the following: (1) **Production**: Students ask as many questions as possible using three rules without stopping to answer, judge or discuss the questions. Statements are changed into questions. Questions are written down exactly as they are asked. (2) **Improvement**: Students identify questions as open-ended or closed-ended. They discuss the advantages of each type of question. Students practice changing questions from open-ended to closed-ended (and vice-versa). (3) **Prioritization**: Students choose three questions for further consideration. (4) **Creation of an action plan**: Students determine What do I need to know? (Information) and What do I need to do? (Tasks). As a precursor to an academic paper or as a discussion tool in class, learning to ask questions creates an interest in the answers and develops curiosity about the subject matter.

The QFT technique works well with remote learning by using breakout rooms and shared Google docs. As the instructor, it might be easiest to create the Google docs yourself (include the statement and the QFT rules). Be sure to share the Google docs so that **Anyone with the link** can **Edit** (students are in the same CSUSB domain as faculty & staff). By scrolling through the students' documents and using comments to redirect them (if needed), you can more quickly interact with each group without needing to move from room to room in Zoom.

If you are interested in learning more, the [Right Question Institute website](#) has numerous materials, including video tutorials, a Power-Point template for the QFT technique with a Zoom class, student handouts and lesson plans.



## Free templates for PPT, Keynote & Google Slides

Stuck in a rut with the same background on all of your slideshows? A variety of sites offer free templates for your presentations. Here are some favorites:

- [Slidesmania](#)
- [Slidesgo](#)
- [SlidesCarnival](#)

[flaticon.com](https://www.flaticon.com)

Use the website or the add-on for Google to add icons to your documents & presentations.

