

Planning for IBL in science: a focus on questioning

Consider how you can improve your questioning at the start of an activity.

How can you increase wait time to enable more students to think and respond?

What sort of questions are best used with students as they start an activity or topic in science?

How will you make sure that all students are involved in the thinking?

How do you respond to students during this special ‘thinking’ time? Do you use praise, are you neutral in response?

What are the pros and cons of planning for generating thinking in a science class?