

**Effective Questioning Technique**

Introducing **PPPBP** – *an approach which also works on-line as well as in the classroom / gym.*

**Our Director, Martin Radmore shares a practical example which he uses regularly.**

**Pose – Pause – Pounce – Bounce – Plenary [PPPBP]**

**Effective questioning is a vital component of high quality teaching. This simple technique is great to help maximise the impact of questioning whilst promoting deeper thinking.**

Dylan William, a leading expert in formative assessment and AfL, suggested that the traditional questioning model seen most often in education had limitations. He looked at the ***‘Initiation – Response – Evaluation’*** (IRE) approach, where a teacher asks a questions, usually of an individual, gets an answer and then responds themselves. We have all experienced this, either as a learner or teacher – where a question is asked of a specific pupil and an answer is expected quickly and from that individual.

He proposed a model based on research and work with others. **Pose – Pause – Pounce – Bounce – Plenary** [PPPBP] is a questioning sequence which is more suited to elicit deeper thinking and works well with cognitive load theory.

So what’s the Big Idea?

* The Teacher ***Poses*** a question or a problem.
* The Teacher then ***Pauses*** to allow thinking time, discussion, experiential exploration time.
* The Teacher then ***Pounces*** on a particular pupil for an initial answer (this can be someone with whom the teacher wants to check their understanding, engage with or elicit an idea).
* The Teacher listens, comments and then ***Bounces*** the answer around other pupils to elicit their answers, add to the commentary, collate ideas etc.
* The Teacher then *Pulls*everything together through a ***Plenary*** helping to show that all pupils responses were valued and that multiple responses may have added greater depth to the original allowing greater knowledge to be shared.

A useful analogy I have seen describes the initial technique of I-R-E (Initiate, Response, Evaluation) as ‘Table Tennis’ – a simple back and forth whilst PPPBP is more like ‘Basketball’ as it involves participation, engagement and understanding by a learning team. This can be a useful way to think of the impact of PPPBP. It also helps embed a ‘No hands-up’ culture *(other than to ask questions).*

**On-line Learning:**

This approach (PPPBP) can be used effectively on-line to pose a question/problem. Give the pupils the time to think about it, try out ideas, communicate in *Breakout-Rooms* or with family, before pouncing on that individual that you have chosen to engage initially with or even the very next lesson / day. You can then bounce the answer around the on-line learners before pulling all the answers together. It works well – try it for yourself!

**Practical Gymnastic Example:** *(could be in the hall or even at home – on-line)*

Whilst introducing a skill such as a ‘Log-roll’ the teacher can ask the pupils the question *(pose)*:

*“To initiate the roll, where do you think that we start the roll? Is it from the Shoulders, Hips or Ankles?”*

Pupils then have time *(pause)* to explore, experiment, observe each other before being asked (*pounced*) by the teacher. The teacher can then ask others (*bounce*) what they felt was right before pulling everything together so that pupils understand that it’s the Hips.