

DODGE CITY MIDDLE SCHOOL

Student Centered Classrooms

Questions, Cues, and Advance Organizers

Target Instructional Goal 90%

Questions, Cues, and Advance Organizers

Enhance students' ability to retrieve, use, and organize what they already know about a topic.

Generalizations From Research

1. Cues and Questions should focus on what is important as opposed to what is unusual.
2. "Higher level" questions produce deeper learning than "lower level" questions.
3. Waiting briefly before accepting responses has the effect of increasing the depth of students' answers.
4. Questions are effective learning tools even when asked before a learning experience.
5. Advance organizers should focus on what is important as opposed to what is unusual.
6. Higher level advance organizers produce deeper learning than lower level advance organizers.
7. Advance organizers are most useful with information that is not well organized.
8. Different types of advance organizers produce different results.

Example Activities

- Cornell Notes
- Graphic Organizers
- Rubrics
- Frayer Model
- Higher-Level Questioning and Wait-time
- Web/Concept Maps

Recommendations & Ideas

1. Use explicit cues
2. Ask questions that elicit inferences
3. Ask analytic questions
4. Use expository advance organizers
5. Use narrative advance organizers
6. Use Skimming as a form of advance organizers (SQ3R)
7. Use graphic advance organizers

