Repairing the Ruins

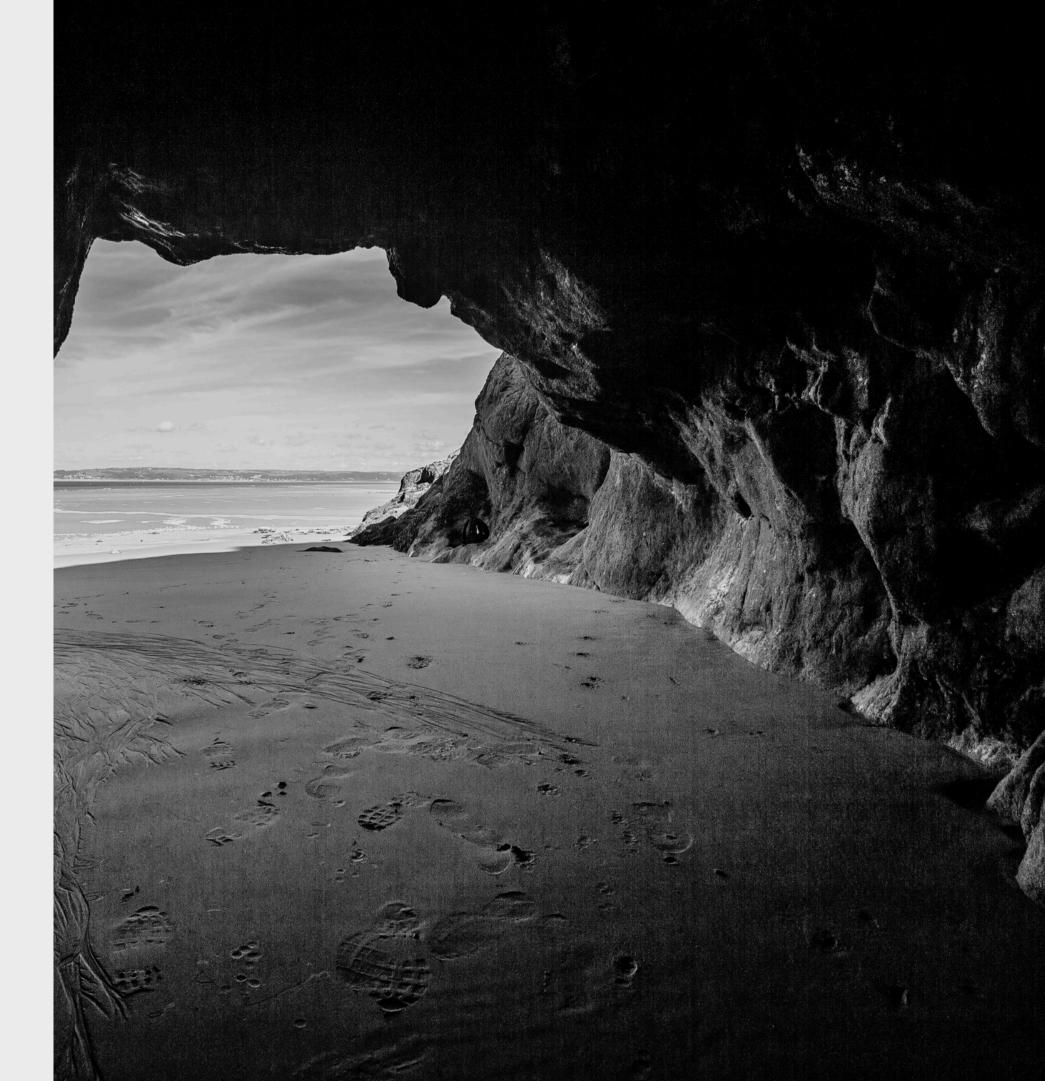
# The Art of the Question

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### "A genuine question is, when still within the questioner, an expectant vacancy, a receptive openness, a defined ignorance, and, above all, a directed desire of the intellect."

Eva Brann, Paradoxes of Education in a Republic



#### **Knowing That**

Acquisition of Organized Knowledge

- Didactic Instruction
- Lectures
- Textbooks

#### **Knowing How**

Development of Intellectual Skills

- Coaching
- Exercises
- Supervised Practice

Mortimer Adler, The Paideia Proposal

#### **Knowing Why**

- ls Enlarged Understanding of Ideas and Values
  - Socratic Questioning
  - Participation

## Law of the Teacher

"A teacher must be one who knows the lesson or truth to be taught. Know thoroughly and familiarly the lesson you wish to teach; or, in other words, teach from a full mind and a clear understanding."

John Gregory, The Seven Laws of Teaching





#### Remove Obstructions and Give Guidance

Education is a science of relations.

Our part is to "remove obstructions and to give stimulus and guidance to the child who is trying to get into touch with the universe of things and thoughts which belongs to him."

Charlotte Mason, School Education





#### Use questions to:

- check for understanding
- build intellectual habits
- explore fundamental human questions

#### **Check for Understanding**



Hold students accountable for the acquisition of organized knowledge

- Cold call

- Hold out for all the way right answers • Wait time

- Targeted questions
- Check with a variety of students



#### **Targeted Questions**

Who was Calvin Coolidge?

What did he value?

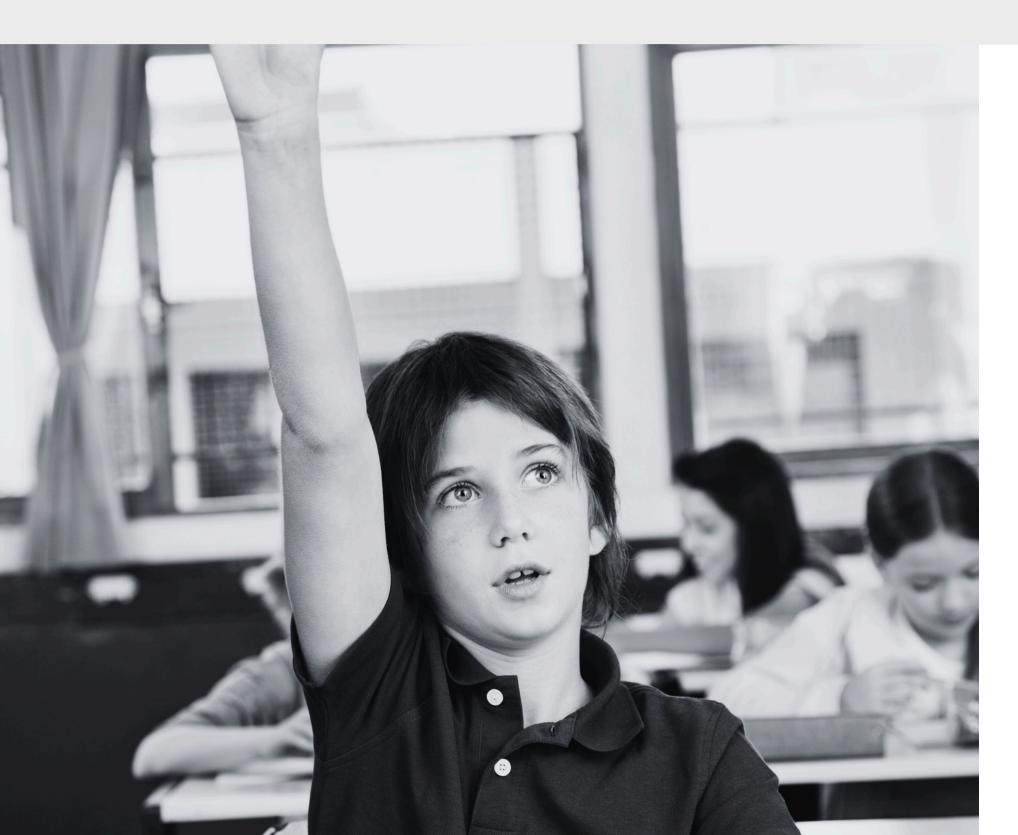
Where did he grow up?

president?

the lesson content.

- How did his childhood contribute to his values?
- When did he become president?
- Which parts of the economy improved when he was
- What happened after his presidency?
- Build off the objectives of the lesson. Ask students to reproduce in their own words

#### **Build Intellectual Habits**



Develop Intellectual skills, such as reading, writing, speaking, listening, measuring, critical judgement

- Push for precise language
- Coaching and leading by example

- Ask for evidence and examples
- Ask for clarification of words

#### Habit-Focused Questions

What do you mean by \_\_\_\_\_?

Why do you think that?

Where do you see evidence for that in the text?

How does this example compare to yours? (provide a counter example)

Can you think of something similar? (ask for an example or analogy)

What do you think about what \_\_\_\_ just said ? (habit of engaging in dialogue)

Teach how to support opinions with evidence, evaluate ideas by comparison and analogy, and engage in academic discourse.

#### **Ponder Ideas and Contemplate Values**



- Socratic questioning
- Participation
- Dialectical thinking
- Questions that have no "right" answer

- Questions that enlarge understanding

#### **Get to the Fundamental Human Questions**



- denial?

• What ideas presented correspond to reality?

 What is noble about what has been said or done? How do you know it is noble? Who says it is noble?

 What symbols are used to point to a metaphysical truth?

• What were the consequences of this or that action? Are those consequences suffered alone or by the community?

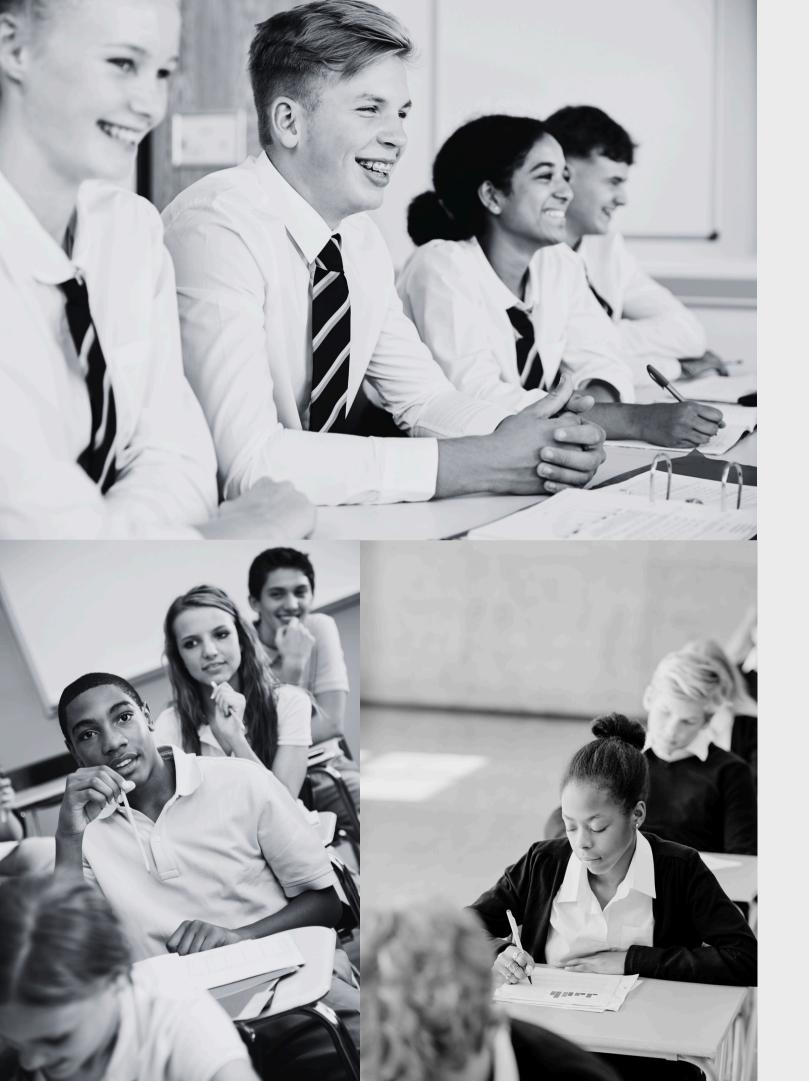
• In what ways does this text teach self-

• What moral obligation is placed upon me now that I have this knowledge?

#### **Idea-Focused Questions**

pastor, priest, or bishop?

- What is the author getting at?
- Is there an aspect of reality here? How do you know?
- Is there a fragment of truth? Where?
- Which ideas presented oppose the gospel?
- Does scripture teach anything in opposition to the ideas presented here? Where?
- What would your parents say about this idea? Your
- **Reveal student assumptions by asking**
- dialectical questions. Force students to explain why they believe something to be true
- or how they agree or disagree and why.



## Create a classroom culture where questioning is normative.

- Show curiosity.
- Remain neutral.
- Model disciplined thinking.
- Take students' statements and ideas seriously.
- Explore wrong answers.
- Probe their thinking with follow-up questions.
- Allow struggle.
- Be comfortable with silence.
- Require respectful intellectual discourse.

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# Thank you for listening!

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