# OPEN-ENDED QUESTIONS

Open-ended questions are inquiries that cannot be answered with a simple "yes" or "no" and require elaboration.

# BENEFITS

- Getting to know people They speed up the process of getting comfortable with each other.
- People feel heard Allowing time and space for longer answers gives people the chance to have their thoughts and ideas shared.
- Improves student thinking Teachers use it to encourage
  students to verbally process and
  clarify their thinking.

# EXAMPLES

- For Students: What did you find most interesting or surprising about today's lesson?
- For Getting to Know People:
   So, can you tell me about the first time you met our mutual friend who introduced us?
- For Interviews: How do you approach problem-solving, and what methods are most effective?

# **Open Ended Questions In Physics Examples**

James C. Lester, Rosa Maria Vicari, Fábio Paraguacu

#### **Open Ended Questions In Physics Examples:**

Challenging Research In Problem-Based Learning Savin Baden, Maggi, Wilkie, Kay, 2004-09-01 This work provides an international perspective based on research undertaken by lecturers who use problem based learning and shows the flexibility of problem based learning as an educational strategy **Active Learning: Theoretical Perspectives, Empirical** Studies and Design Profiles Robert Cassidy, Elizabeth S. Charles, James D. Slotta, Nathaniel Lasry, 2019-07-11 This book represents the emerging efforts of a growing international network of researchers and practitioners to promote the development and uptake of evidence based pedagogies in higher education at something a level approaching large scale impact By offering a communication venue that attracts and enhances much needed partnerships among practitioners and researchers in pedagogical innovation we aim to change the conversation and focus on how we work and learn together i e extending the implementation and knowledge of co design methods In this first edition of our Research Topic on Active Learning we highlight two of the three types of publications we wish to promote First are studies aimed at understanding the pedagogical designs developed by practitioners in their own practices by bringing to bear the theoretical lenses developed and tested in the education research community These types of studies constitute the practice pull that we see as a necessary counterbalance to knowledge push in a more productive pedagogical innovation ecosystem based on research practitioner partnerships Second are studies empirically examining the implementations of evidence based designs in naturalistic settings and under naturalistic conditions Interestingly the teams conducting these studies are already exemplars of partnerships between researchers and practitioners who are uniquely positioned as in between straddling the two worlds As a result these publications represent both the rigours of research and the pragmatism of reflective practice In forthcoming editions we will add to this collection a third type of publication design profiles These will present practitioner developed pedagogical designs at varying levels of abstraction to be held to scrutiny amongst practitioners instructional designers and researchers alike We hope by bringing these types of studies together in an open access format that we may contribute to the development of new forms of practitioner researcher interactions that promote co design in pedagogical innovation

Critical Analysis of Science Textbooks Myint Swe Khine, 2013-06-26 The critical analysis of science textbooks is vital in improving teaching and learning at all levels in the subject and this volume sets out a range of academic perspectives on how that analysis should be done Each chapter focuses on an aspect of science textbook appraisal with coverage of everything from theoretical and philosophical underpinnings methodological issues and conceptual frameworks for critical analysis to practical techniques for evaluation Contributions from many of the most distinguished scholars in the field give this collection its sure footed contemporary relevance reflecting the international standards of UNESCO as well as leading research organizations such as the American Association for the Advancement of Science whose Project 2061 is an influential waypoint in developing protocols for textbook analysis Thus the book shows how to gauge aspects of textbooks such as their

treatment of controversial issues graphical depictions scientific historiography vocabulary usage accuracy and readability The content also covers broader social themes such as the portrayal of women and minorities Despite newer more active pedagogies textbooks continue to have a strong presence in classrooms and to embody students socio historical inheritance in science Despite their ubiquitous presence they have received relatively little on going empirical study It is imperative that we understand how textbooks influence science learning This book presents a welcome and much needed analysis Tina A Grotzer Harvard University Cambridge Massachusetts USA The present book provides a much needed survey of the current state of research into science textbooks and offers a widerange of perspectives to inform the science of writing better science textbooks Keith S Taber University of Cambridge Cambridge United Kingdom MSCEIS 2019 Lala Septem Riza, Eka Cahya Prima, Toni Hadibarata, Peter John Aubusson, 2020-07-30 The 7th Mathematics Science and Computer Science Education International Seminar MSCEIS was held by the Faculty of Mathematics and Natural Science Education Universitas Pendidikan Indonesia UPI and the collaboration with 12 University associated in Asosiasi MIPA LPTK Indonesia AMLI consisting of Universitas Negeri Semarang UNNES Universitas Pendidikan Indonesia UPI Universitas Negeri Yogyakarta UNY Universitas Negeri Malang UM Universitas Negeri Jakarta UNJ Universitas Negeri Medan UNIMED Universitas Negeri Padang UNP Universitas Negeri Manado UNIMA Universitas Negeri Makassar UNM Universitas Pendidikan Ganesha UNDHIKSA Universitas Negeri Gorontalo UNG and Universitas Negeri Surabaya UNESA In this year MSCEIS 2019 takes the following theme Mathematics Science and Computer Science Education for Addressing Challenges and Implementations of Revolution Industry 4 0 held on October 12 2019 in Bandung West Java Indonesia **Soft Computing in Data Science** Michael W. Berry, Azlinah Hj. Mohamed, Bee Wah Yap, 2016-09-17 This book constitutes the refereed proceedings of the International Conference on Soft Computing in Data Science SCDS 2016 held in Putrajaya Malaysia in September 2016 The 27 revised full papers presented were carefully reviewed and selected from 66 submissions. The papers are organized in topical sections on artificial neural networks classification clustering visualization fuzzy logic information and sentiment analytics The Impact of the Laboratory and Technology on Learning and Teaching Science K-16 Dennis W. Sunal, Emmett L. Wright, Cheryl Sundberg, 2008-02-01 The Impact of the Laboratory and Technology on K 12 Science Learning and Teaching examines the development use and influence of active laboratory experiences and the integration of technology in science teaching This examination involves the viewpoints of policymakers researchers and teachers that are expressed through research involving original documents interviews analysis and synthesis of the literature case studies narrative studies observations of teachers and students and assessment of student learning outcomes Volume 3 of the series Research in Science Education addresses the needs of various constituencies including teachers administrators higher education science and science education faculty policymakers governmental and professional agencies and the business community The guiding theme of this volume is the role of practical laboratory work and the use of technology in science learning and teaching K 16

The volume investigates issues and concerns related to this theme through various perspectives addressing design research professional practice and evaluation Beginning with definitions the historical evolution and policy guiding these learning experiences are explored from several viewpoints Effective design and implementation of laboratory work and technology experiences is examined for elementary and high school classrooms as well as for undergraduate science laboratories informal settings and science education courses and programs In general recent research provides evidence that students do benefit from inquirybased laboratory and technology experiences that are integrated with classroom science curricula The impact and status of laboratory and technology experiences is addressed by exploring specific strategies in a variety of scientific fields and courses The chapters outline and describe in detail researchbased best practices for a variety of settings

Professional Development for Inquiry-Based Science Teaching and Learning Olia E. Tsivitanidou, Peter Gray, Eliza Rybska, Loucas Louca, Costas P. Constantinou, 2018-09-03 This book examines the implementation of inquiry based approaches in science teaching and learning It explores the ways that those approaches could be promoted across various contexts in Europe through initial teacher preparation induction programmes and professional development activities It illustrates connections between scientific knowledge deriving from the science education research community teaching practices deriving from the science teachers community and educational innovation Inquiry Based Science Teaching and Learning IBST L has been promoted as a policy response to pressing educational challenges including disengagement from science learning and the need for citizens to be in a position to evaluate evidence on pressing socio scientific issues Effective IBST L requires well prepared and skilful teachers who can act as facilitators of student learning and who are able to adapt inquiry based activity sequences to their everyday teaching practice Teachers also need to engage creatively with the process of nurturing student abilities and to acquire new assessment competences The task of preparing teachers for IBST L is a challenging one This book is a resource for the implementation of inquiry oriented approaches in science education and illustrates ways of promoting IBST L through initial teacher preparation induction and professional development programmes

Thinking Visually Stephen K. Reed,2021-09-30 Thinking Visually documents the many ways pictures visual images and spatial metaphors influence our thinking The book discusses recent empirical theoretical and applied contributions that support the view that visual thinking occurs not only where we expect to find it but also where we do not Much of comprehending language for instance depends on visual simulations of words or on spatial metaphors that provide a foundation for conceptual understanding This edition has been fully updated throughout and features new coverage of a range of topical and fascinating areas of research including aesthetics visual narratives communicating health risks dreams clinical imagery mathematical games and the influence of action on perception It also features a new chapter on Mixed Reality to showcase the many exciting developments in this area The broad coverage colorful figures and research discoveries provide a solid foundation for understanding visual thinking across a wide spectrum of activities It will be an

essential read for all students and researchers interested in Visual Thinking **Intelligent Tutoring Systems** James C. Lester, Rosa Maria Vicari, Fábio Paraguacu, 2004-08-19 This book constitutes the refereed proceedings of the 7th International Conference on Intelligent Tutoring Systems ITS 2004 held in Macei Alagoas Brazil in August September 2004 The 73 revised full papers and 39 poster papers presented together with abstracts of invited talks panels and workshops were carefully reviewed and selected from over 180 submissions. The papers are organized in topical sections on adaptive testing affect architectures for ITS authoring systems cognitive modeling collaborative learning natural language dialogue and discourse evaluation machine learning in ITS pedagogical agents student modeling and teaching and learning strategies from Shanghai Charlene Tan, 2012-11-27 The Shanghai school system has attracted worldwide attention since its impressive performance in the Programme for International Student Assessment PISA in 2009 The system ranks as a stunning success according to standards of the Organisation for Economic Co operation and Development OECD Shanghai also stands out for having the world's highest percentage of resilient students students from socio economically disadvantaged backgrounds who emerge as top performers Learning From Shanghai Lessons on Educational Success offers a close up view of the people and the policies that have achieved such world class performance Based on research and personal observation gathered during the author's recent field work with school principals teachers and students this book explores the factors that explain Shanghai's exceptional success in education The approach combines high standards of scholarly research and analysis with the author's unique personal insights as evidenced by chapters entitled Education is Filling a Bucket and Lighting a Fire and Tiger Mothers Dragon Children Drawing on her experience as an education professional and a teacher of teachers Charlene Tan thoroughly examines and analyzes the people the policies and the practices that distinguish Shanghai educators The contents include comprehensive details on the Shanghai approach to quality education from discussion of the balance between centralization and decentralization to school autonomy and accountability to testing policy and professional development for teachers The book includes detailed tables on curriculum and school performance targets sample appraisal forms for teachers and students and dozens of photographs The author is an Associate Professor at the National Institute of Education Nanyang Technological University Singapore Proceedings of IAC-TLEl 2017 group of authors, 2017-04-11 International Academic Conference on Teaching Learning and E learning in Budapest Hungary 2017 IAC TLEI 2017 Friday Proceedings of the 2024 4th International Conference on Education, Language and Art (ICELA Saturday April 14 15 2017 2024) Muhammad Faizal A. Ghani, Lay Hoon Ang, Mohd Sukki Othman, Mohd Nazri Bin Abdul Rahman, 2025-03-13 This is an open access book In today s deepening globalization education language and art as the core components of the human knowledge system play an immeasurable role in promoting cultural exchanges improving the quality of education and enriching artistic expression Although independent of each other these three fields have interwoven influences passing on and innovating the values and expressions of language and art through education while language and art in turn enrich the

means and ideas of education Therefore it is of great academic and practical significance to explore the intersection of these three aspects to promote the development and integration of various fields **Proceedings of the Twenty-fourth Annual** Conference of the Cognitive Science Society Wayne D. Gray, Christian D. Schunn, 2019-04-24 This volume features the complete text of the material presented at the Twenty Fourth Annual Conference of the Cognitive Science Society As in previous years the symposium included an interesting mixture of papers on many topics from researchers with diverse backgrounds and different goals presenting a multifaceted view of cognitive science. The volume includes all papers posters and summaries of symposia presented at this leading conference that brings cognitive scientists together The 2002 meeting dealt with issues of representing and modeling cognitive processes as they appeal to scholars in all subdisciplines that comprise cognitive science psychology computer science neuroscience linguistics and philosophy Intelligent Tutoring Systems Stefano A. Cerri, Guy Gouarderes, Fabio Paraguacu, 2007-10-23 This book constitutes the refereed proceedings of the 6th International Conference on Intelligent Tutoring Systems ITS 2002 held in Biarritz France and San Sebastian Spain in June 2002 The 93 revised full papers presented together with 5 invited papers and 16 posters were carefully reviewed and selected from 167 full paper submissions. The papers address all current issues in the interdisciplinary field of intelligent tutoring systems The book offers topical sections on agents architectures Web authoring learning dialogue evaluation narrative and motivation and emotions Teaching Undergraduate Science Linda C. Hodges, 2025-09-25 Teaching Undergraduate Science A Guide to Overcoming Obstacles to Student Learning offers college and university instructors evidence based strategies to help students learn those specific skills and habits of mind necessary for succeeding in STEM fields Updated and expanded from the first edition this text elaborates on critical factors in cultivating student success including how to engender a sense of belonging and agency in STEM engage students in their learning and foster deliberate practice Hodges provides frank guidance on the relative effort and outcomes for each strategy allowing instructors to choose techniques best suited to their aims and contexts While focusing primarily on face to face classes this resource also addresses how to work between online resources and physical spaces Hodges years of experience working as and with STEM faculty provides a personal connection to the research shared producing an accessible practical and enjoyable read The Computer Supported Collaborative Learning (CSCL) Conference 2013, Volume 2 ISLS, 2014-04-23 The Computer Supported Collaborative Learning CSCL Conference 2013 proceedings Volume 2 **Encyclopedia of Microcomputers** Allen Kent, James G. Williams, 1996-05-23 Teaching Critical Thinking and Problem Solving to Truth Functional Logic

**Discipline-Based Education Research** National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Committee on the Status, Contributions, and Future Directions of Discipline-Based Education Research, 2012-09-27 The National Science Foundation funded a synthesis study on the status contributions and future direction of discipline based education research DBER in physics biological sciences geosciences and chemistry DBER

combines knowledge of teaching and learning with deep knowledge of discipline specific science content It describes the discipline specific difficulties learners face and the specialized intellectual and instructional resources that can facilitate student understanding Discipline Based Education Research is based on a 30 month study built on two workshops held in 2008 to explore evidence on promising practices in undergraduate science technology engineering and mathematics STEM education This book asks questions that are essential to advancing DBER and broadening its impact on undergraduate science teaching and learning The book provides empirical research on undergraduate teaching and learning in the sciences explores the extent to which this research currently influences undergraduate instruction and identifies the intellectual and material resources required to further develop DBER Discipline Based Education Research provides guidance for future DBER research In addition the findings and recommendations of this report may invite if not assist post secondary institutions to increase interest and research activity in DBER and improve its quality and usefulness across all natural science disciples as well as quide instruction and assessment across natural science courses to improve student learning The book brings greater focus to issues of student attrition in the natural sciences that are related to the quality of instruction Discipline Based Education Research will be of interest to educators policy makers researchers scholars decision makers in universities government agencies curriculum developers research sponsors and education advocacy groups Centered Design Masaaki Kurosu, 2009-07-14 The 13th International Conference on Human Computer Interaction HCI Inter tional 2009 was held in San Diego California USA July 19 24 2009 jointly with the Symposium on Human Interface Japan 2009 the 8th International Conference on Engineering Psychology and Cognitive Ergonomics the 5th International Conference on Universal Access in Human Computer Interaction the Third International Conf ence on Virtual and Mixed Reality the Third International Conference on Internati alization Design and Global Development the Third International Conference on Online Communities and Social Computing the 5th International Conference on Augmented Cognition the Second International Conference on Digital Human Mod ing and the First International Conference on Human Centered Design A total of 4 348 individuals from academia research institutes industry and gove mental agencies from 73 countries submitted contributions and 1 397 papers that were judged to be of high scientific quality were included in the program These papers dress the latest research and development efforts and highlight the human aspects of the design and use of computing systems The papers accepted for presentation thoroughly cover the entire field of human computer interaction addressing major advances in knowledge and effective use of computers in a variety of application areas Learnina Technology for Education Challenges Lorna Uden, Dario Liberona, 2025-07-27 This book constitutes the refereed proceedings of the 12th International Conference on Learning Technology for Education Challenges LTEC 2025 held in Kota Kinabalu Malaysia during August 2025 The 26 full papers included in this book were carefully reviewed and selected from 52 submissions They were organized in topical sections as follows artificial intelligence in learning learning practices and

methodologies learning technologies and tools gamification and serious games evaluation and learning analysis and STEM education

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