Concepts addressed in this course: *Types of communication and interactions that can stimulate discussion in different ways for particular purposes: probing for learner understanding*

**Students should refer to:**

**Specifically, students should review:**

- **Probing for learner understanding**
  - Evaluating and assessing prior knowledge
    - Observations of children’s skills prior to lesson or event
    - Data collected guide lesson planning
    - Prior knowledge helps to avoid
      - Planning too high of content level
      - Planning too low of content level
    - Data collected guides developing questions/provocations for discussion
  - Probing for learner understanding during lesson or event
    - Using developed discussion questions
    - Clueing into misconceptions while implementing
      - Don’t feel the need to correct misconceptions
      - Use as clues to unveil children’s thinking to develop next steps in planning events
    - Using probing questions to cause further wonder
  - Probing for learner understanding after the lesson or event
    - Observations of children’s skills after lesson or event
    - Provide an informal, short evaluation after lesson or event
    - Used focused questions on misconceptions of a particular concept/event to highlight or bring about more questioning
    - Data collected guides next lesson or event

**Helpful websites include:**
A Questioning Tool Kit: [http://www.fno.org/nov97/toolkit3.html](http://www.fno.org/nov97/toolkit3.html)