**Question Formulation Technique**

Prior to using the Question Formulation Technique (QFT) the teacher selects phenomena and/or data for students to observe, study, or interact with. Selecting the phenomena and/or data set focuses student attention.

1. Brainstorm as many questions as you can about the phenomenon or data and record on a dry-erase board or chart paper.
	1. Do not stop to discuss, but do take turns offering questions. Passing when you have no questions is fine.
	2. Write down every question exactly as it is stated, but do reword statements so that they are questions.
2. Categorize your questions into closed (yes/no or single fact) or open-ended (can’t be answered with a yes/no or single fact) questions. *Note: teacher may have to support students’ understanding of open-ended and close-ended questions.*
3. See if you can change any of your closed questions to open-ended ones. Change as many as you can.
4. Decide which questions could be answered with experimentation, and which ones you would need to look up, or which you would have someone answer for you. Also, prioritize the questions.
5. Of the questions you could design an experiment for, try to write at least three questions that could lead to an investigation.
6. Reflection and review – review the steps as a metacognitive exercise (this helps student internalize the QFT process).