

Section/Question	YouTubeURL	Name	QuestionURL
Introduction	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>		
Writing HPQs			
1	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Vimala Velusamy	<a href="https://www.fut">https://www.fut</a>
		Lucy Johnstone	<a href="https://www.fut">https://www.fut</a>
2	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Siobhan McInally	<a href="https://www.fut">https://www.fut</a>
4	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	sanne nielsen	<a href="https://www.fut">https://www.fut</a>
Using Students Questions as HPQs			
6	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Nora El-Shewy	<a href="https://www.fut">https://www.fut</a>
		Jessica Southworth	<a href="https://www.fut">https://www.fut</a>
Students Writing HPQs			
7	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Lucy Johnstone	<a href="https://www.fut">https://www.fut</a>
		Maria Rodriguez Marcos	<a href="https://www.fut">https://www.fut</a>
Managing Implementation of HPQs			
8	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Edith Swinley	<a href="https://www.fut">https://www.fut</a>
		Charlotte Neary	<a href="https://www.fut">https://www.fut</a>
9	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	sanne nielsen	<a href="https://www.fut">https://www.fut</a>
10	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Martin Boyce	<a href="https://www.fut">https://www.fut</a>
11	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Kudakwashe Valentine J Murombedzi	<a href="https://www.fut">https://www.fut</a>
12	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Nicholas Myint	<a href="https://www.fut">https://www.fut</a>
Acting on Evidence from HPQ			
13	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Barry Medwell	<a href="https://www.fut">https://www.fut</a>

14	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Kristy Parkinson	<a href="https://www.fut">https://www.fut</a>
HPQs and Summative Assessments			
15	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	MUKADI KATAMBAYI	<a href="https://www.fut">https://www.fut</a>
		Hélia Salvado	<a href="https://www.fut">https://www.fut</a>
		Bev Fiddler	<a href="https://www.fut">https://www.fut</a>
16	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	martin marley uutoni	<a href="https://www.fut">https://www.fut</a>
HPQ Generic			
17	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	EIRINI ARKOUDEA	<a href="https://www.fut">https://www.fut</a>
18	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	sanne nielsen	<a href="https://www.fut">https://www.fut</a>
Designing Teaching&Learning			
20	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Cheryl Pocknell	<a href="https://www.fut">https://www.fut</a>
Providing Feedback			
21	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Andrew Sobala	<a href="https://www.fut">https://www.fut</a>
22	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Simon Bambury	<a href="https://www.fut">https://www.fut</a>
Differentiated Summative Assessments			
23	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Alaa Mencke	<a href="https://www.fut">https://www.fut</a>
24	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Soheir Zaki Abdel-Fattah	<a href="https://www.fut">https://www.fut</a>
Curriculum Questions			
25	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Simon Bambury	<a href="https://www.fut">https://www.fut</a>
26	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>	Kaseem Abdurraheem	<a href="https://www.fut">https://www.fut</a>
Summary	<a href="https://youtu.be/qYV">https://youtu.be/qYV</a>		

Question
Do you think that the hinge point questions need to be differentiated?
Can you use questions with more than one correct answer?
How can I make sure that HPQ statements are simple enough, yet useful in terms of AFL, for a P2 class with a large number of EAL children?
I'm wondering
if you have noticed some general challenges encountered by teachers when we are designing our HPQ?
and to what degree is the challenges reflected in our posted HPQ in this course? Are the challenges similar at the different levels in the education system represented by the participants in the present course?
and do you have suggesting on how to deal with some of the challenges we have encountered?
Should HPQ address only the most common misconceptions about a topic?
Would it be advisable to use a misconception that was brought up via a pre-concept KWL?
Can you use students' (unexpected!) questions as HPQs? Does anyone have experience of doing this successfully?
Could we ask students to decide them as a task to test each others knowledge?
Sometime I asked to my students to make quiz about one theme or presentation that they did. They use to use Kahoot as they love it. Some of them did a great job trying to trick their classmates with the questions finding wrong conceptions. Could we teach them to create HPQ's?
I know that their goal is other but doing it also they learn that there are misconceptions.
Sometimes it can be a challenge to assess who really understands the learning because of the way you ask for answers to be demonstrated i.e., they observe what the rest of the class do. Bearing in mind we're expecting 1/2 minute responses, can anyone suggest ways which they've found to be effective.
Yes Edith - this is a real issue in EYFS as children often don't have the confidence or understanding therefore following their peers seems the most natural and comfortable approach for a lot of the children.
How can we stop children copying the responses of their peers?
I would like to raise an issue with respect to your suggested timeframe for the HPQ.
What is the rationale for only two minutes and ideally in less than one minute for students to respond? e.g. will factual knowledge not be addressed above thinking skills?
How does the HPQ supplement other types of questions raised in the classroom?
Should students be informed of the use of HPQ? and if so, how can teachers incorporate this in their
The concept of the HPQ which was the subject of week 3 was very informative in terms of what these questions were, their significance in AfL and their formulation and key characteristics. Reflecting on what we have learnt and discussed there are still many questions that remain unanswered, understandably because of the nature of the MOOC.
What I'd want to know is how do we plan to segregate the guessed response aspect in evaluating the responses to a given HPQ so that the course of action taken by the teacher is going to be more successful both in terms of learning and attainment upon summing up?
Do you advise repetition in HPQ? If so how many repeats of the same content/ question/ depth of question would you suggest?
May you please recommend some productive strategies (and/or comment on the ideas below) when a HPQ reveals some students are ready to move on and others need help (and you want the students to master that concept)?

(I have signed up for the next Differentiation in STEM online course by futurelearn and am hoping I'll learn more about this type of situation then).
Some possible ideas:
- class discussion dealing with misconceptions (but then you would want follow-up tasks and probably another HPQ to see if learning has progressed - how to manage this without holding back rest of class?)
- setting an extension task for those who are ready so you can work with those who need it.
When posing a HPQ in a manner that we saw in the videos, coloured paper, letters held up (ie. non-technology based) is there a need to record the data to justify my choices?
I am looking for your opinion. I realise that it potentially will only be me seeing that data, and/or pleasing the needs of admin.
Can we use the HPQ assignment for tests and exams.
Can we use HPQ in tests and final exams?
Should hinge point questions be used as a component of cumulative assessment?
What percentage should be included in final assessment?
IF HPQ is not recommended, what is rationale?
can HPQ be given as HOMEWORK?
How would we use the HPQs into other subjects like history, PSHE or RE?
Pre-designed questions
I would like to raise an issue with respect to the use of pre-designed questions for formative assessment.
My experience is that it is not only very time consuming to construct high quality questions. Moreover, it also requires: knowledge with respect to common alternative conceptions/preexplanations, well thought reflections on what is central in understanding the subject, expected level, and the coherence to other curriculum subjects etc.
So what is pros and cons in using pre-designed questions from other teachers or researchers? (e.g. to what degree do teachers recognize the potentials and pitfalls in the questions).
What advice would you give to a new trainer who would like to design content based on assessment for learning techniques?
Also, do you have
any advice for how AFL could be used in the context of delivering training on a one to one basis with a student as part of attaining an apprenticeship for example?
During group learning, if the groups are not accessing the topic introduced on as "deep" a level as you intended, how can you encourage them to do so without starting to give them answers?
Should teachers praise wrong answers if it looks like a great deal of thought and effort was put into them, or better to focus on why right answers are in fact, correct?
How should exams be made to included differential learning?
Is this correct to give different exams to students in the same class depending on their levels..
Perhaps that is the time to think about assigning a practical investigation. You could ask questions like 'which qualities are changing most often?' or 'which quantities could we measure directly?'
If the topic is something really abstract, then what makes it difficult to even define the key quantities?
I'd be interested to know what particular topic(s) are most difficult to approach.
How best can electricity as a topic be taken in basic class?