

The WSQ Technique

A flipped class tool developed by Crystal Kirch : flippingwithkirch.blogspot.com. Used with permission under CC Attribution-NonCommercial-Share alike license

What is the WSQ?

- The WSQ stands for “Watch - Summarize - Question” and it is a tool I have developed for flipped classes that helps to:
 - Organize content and materials
 - Hold students accountable for actually watching
 - Give structured processing time
 - Gather feedback from students
 - Prepares for and facilitates discussion among students during class time
- [What is a WSQ? - Handout for Students](#)

Watch

- Students watch the instructional video and take notes in their study guides
- They are encouraged to take responsibility for their learning by using the pause, rewind, and fast-forward buttons as needed.
- Students are prompted throughout the video to “Just Pause It” and to try certain problems on their own before watching me work them out. (Mathematics classes)
- At the end of the video, they will be given a problem or two that they must try on their own that will NOT be worked out in the video. I refer to these as “Secret Questions”.

Summarize

- At the end of the video, students are instructed to write a summary of what they learned. This provides them with some structured processing time where they can actually think about what they just heard/practiced and see if it makes sense to them.
- What type of summaries can they write? How can they be scaffolded for different levels of learners?
- Summaries can vary from “open summaries”, where students are just told to write their own summary to “guided summaries”, where students are given 2-4 guiding questions. For struggling learners or EL’s, guided summaries can also be accompanied by sentence starters or frames to provide some scaffolding. You can “merge” the open and guided summaries together by giving the students the questions but still making the students put it together in a clear, coherent summary rather than 3-4 separate short answer questions.
- You can also require your students to use a certain number of academic vocabulary words in context. This is highly suggested for the open summaries (if not all of them).
- At the beginning of the year, I recommend taking the time to analyze and dissect student summaries, discussing “Great”, “Good”, and “Bad” ones, and what could be done to make them better or what key pieces of information are missing. If students know that their peers will be reading what they write (and

not just the teacher), they are more apt to do a quality job. While this may seem like a time-consuming practice at the beginning of the year, it will be time well spent in training your students what to expect and challenging them to do their best work.

Question

- All students are required to ask a question at the end of the video. Questions cannot be ones that have just a yes or no answer. If the initial answer is yes/no, the student must come up with a follow-up question or explanation beyond the yes/no. (Example: Yes, because... or No, but if...)
- They can choose between asking a:
 - **Confusion** - a question they actually have about the material. They are encouraged to write down timestamps from the video lesson of when/where they got confused..
 - **Discussion** - a “Higher Order Thinking” (HOT) question that would be a good discussion question for class or that is a “Think Like a Teacher” (L. Ostermann, 2014) question. Crystal has collected HOT question starters and frames from the Internet, which you can reference [here](#). Learning how to ask good questions is a skill that must be taught, modeled, and developed.
 - **Example** - for math, students may write their own example problem and solve it.
- The student must write down the answer to their question. For discussion and example questions, students are encouraged to write the answers the night they watch the video. For confusion questions, students will write the answer down once it is discussed in class. Students are encouraged to make connections when answering their question and be detailed and descriptive.
- Students can submit their questions before class via OU Blog, a forum, Wiki or a google form. Crystal has her students type their questions (and possible answers) in the Google Form she created so they are available for her review before class time. If you use the Google Form, students’ responses are automatically tabulated for you on a Spreadsheet. By allowing “anyone with the link” to view the spreadsheet, you can link to the results spreadsheet in the confirmation page and allow students to view both their responses and their classmates’ responses. You could also have students go to this response spreadsheet and pick out at least one other question submitted by a classmate that they think is a good question or they realize they are also confused by.
 - See a sample Google Form [here](#) and “File → Make A Copy” of this form to edit for your own use [here](#).
 - Before the space to write the question, there is a place to choose between “confusion”, “discussion”, and “example” (see image below).
 - This data can be easily tallied using the data summary that comes with Google Forms.

Confusion, Discussion, or Example? *
Please select whether your question is a confusion or a discussion

confusion
 discussion
 example

Please ask your "Question"
If you selected "discussion" or "example", you must also give an answer to your question here.

Summary

Confusion, Discussion, or Example?

Category	Count	Percentage
confusion	7	50%
discussion	3	21%
example	4	29%

In Class

Sometimes Cheryl selects 3-5 of the most common questions, or the ones she felt were most important, and goes over those questions with the whole class as the review/ introduction to the remainder of the class session. This method also gives students the “comfort” of a mini-lecture and is along the lines of “Just in Time Teaching” since it is fully based on their questions.

Whole class

- Pick a WSQ to put on the screen. Read it as a class, discuss it as a class. Ask questions about it and have students turn to their groups to answer, and then share out as a class. "Score" it as a class. Have students look at their own WSQs and give it a score as well.

Small Group - Open Summaries

- Choose one, two, three, or all four students to read their summaries out loud with group members looking on. Group members stop the reader, question the reader, and add to what the reader is saying as they read through their summary. Then, reader goes over their question and the group discusses it before an answer is written down.

- Choose one student from each group to use as the base for a "perfect" summary. The group members all look on to the one summary and break it down and tear it apart. They cross things off, add sentences, clarify sentences, et. to make it a truly "perfect" summary of the lesson. Once the summary is perfect, group members look at all four questions and do the same thing - make the questions better by phrasing them more clearly, having technical terms/vocabulary in the question, and then making sure the answers are complete, detailed, and include proper explanations and terminology.

Partners

- Students switch summaries with their partners. Partners will individually read the summary and decide "if I didn't watch the video lesson last night, would this summary help me in starting the practice problems today?" If the answer is no, the partner writes down anything that needs to be added or clarified to make the answer be "yes" and then explains to their partner what was missing.

Small Group - Guided Summaries

- Guided Summaries means you gave the students 2-4 "Guiding Questions" to answer in their summaries. Set a timer for five (+ or -, depending on level) minutes (online-stopwatch.com works great!). Students have five minutes to discuss the 2-4 questions posed in the video and talk through any issues. This 5 minute time is something you might have to "grow" to.