



Curriculum Design Pattern

Global Learning by Design

Name of pattern

The Question Parking Lot

Quick look

The Question Parking Lot enables the teacher to park questions and feedback until a suitable point within the lecture or tutorial and then address pertinent questions and provide feedback.

Rationale

This activity encourages students to ask questions and provide feedback without interrupting the facilitation and flow of learning. The activity also provides the teacher with the opportunity to review, synthesise and aggregate questions and feedback prior to providing responses.

Learners/Context

Suitable for small to medium sized groups, lectures or tutorials.

Related patterns

Diagnostic recap.

Related category

Feedback, interactive learning.

Alignment

Encourages students to ask questions and provide immediate feedback throughout the lecture or tutorial and for the teacher to gauge student understanding and knowledge gaps.

Instructions/Process

At start of class:

- Draw a simple “parking lot” with appropriate columns (see Resources/Technology) on flip chart paper and display in the room where students have easy access. For example:

<i>PARKING LOT</i>	
COMMENTS	QUESTIONS/CONCERNS
IDEAS/SUGGESTIONS	OTHER

- Distribute post-it notes to each student.
- Instruct students to write down (anonymously) on the post-it note any question, comment or feedback they may have during the class so that they can be answered at an appropriate point during the class.

During class / at end of class:

- During a break or an activity, ask students’ to post questions, comments and feedback in the relevant areas of the parking lot.
- Review the information on the post-it notes (synthesise, aggregate similar questions etc.) and provide responses at an appropriate point during the class or at the end of class.

Conditions

Give students sufficient time to contribute to the parking lot.
Ensure students are encouraged to participate anonymously.

Resources/Technology

Flip chart, markers and blu tack.
Post-it notes.