

Title: Questioning-as-learning: How students learn by asking questions through a games-based approach

How can teachers tap on students' questions to teach deep understanding of game concepts and skills?

The premise of the workshop is based on the idea that cognitive understanding comes before consistency in game performance (Rovegno and Bandhauer, 2017). It presents the learning gleaned from the collaboration between Jing Shan Primary School and PESTA on the critical inquiry of using questions to deepen learning (Singapore Teaching Practice, 2018).

Using "Questioning-as-Learning", teachers can harness the questions formulated by students to empower and deepen their game concepts understanding. This workshop also illustrates how modified games (Bunker and Thorpe, 1983) can encourage students to ask more questions and develop metacognition. Metacognitive behaviour is crucial for increased engagement in physical activities, which in turn brings about improved psychomotor outcomes. (Renshaw et al. 2010).

By the end of the workshop, participants will have a depository of lesson ideas and tasks that incorporate questioning-as-learning into their own teaching.