The majorities of studies revealed that elementary and secondary students who generated questions were not significantly different in their self-questioning strategies and performance on multiple choice tests, and responding to questions requiring short answers. There were no studies in this review that evaluated students’ understanding of the relationships among multiple perspectives presented in the text or the transactions conveyed from the author to the reader (Isaa, 2000). Students were not asked to create lengthy responses to questions conveying deep interpretations and extensions of text. In the very few studies that examined the effects of self-questioning on near and far transfer outcome measures (e.g., Malone & Mastropieri, 1992; Rogovin & Perin, 2008), students whom received self-questioning instruction outperformed comparison groups on these outcome measures.

Using self-questioning strategies before, during, and after reading text is effective; however, it is unknown which of these is better than the other. Additionally, prescribed self-questioning strategies in which students did not generate their own questions were used in 13 studies, and in 22 studies students generated questions were used for part or all of the study. The quality of the questions students generated were not evaluated in any study.

Lastly, self-questioning strategies were effectively implemented in small and large classroom settings, which has implications for educators who implement the self-questioning model to meet the diverse needs of their learners in their classrooms.

References:

Discussion of Overall Effects

The purpose of this review is to present experimental research studies that examined the effects of self-questioning methods and determine the extent to which self-questioning is an evidence-based practice for improving school-age students’ comprehension.

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