



# WALK IN THE CLASSROOM: RECOGNISING FOCUSED RESEARCH QUESTIONS

*Workshops are more than content: they are lived experiences.*

*This preview gives a sense of the atmosphere at the core of Pharus Learning.*

## INTRODUCTION

Starting research always begins with a good research question. However, many students find it hard to understand what makes a question focused, clear, and feasible within the time available.

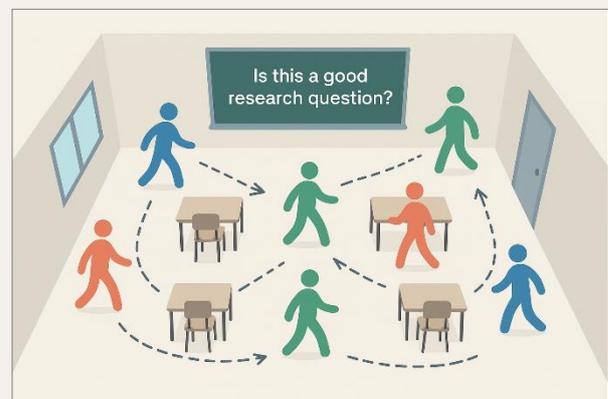
This activity combines movement and reflection: by physically moving in response to different research questions, students actively engage, discuss with peers, and start to internalise what makes a research question strong and actionable.

## LEARNING OBJECTIVE

- *Recognise* the characteristics that make a research question focused, clear, and feasible.

## HOW IT WORKS

1. I ask students to stand in the center of the classroom.
2. I project one research question at a time.
3. Students move:
  - *Near the door* → they think it's a good research question
  - *Near the window* → they think it's a poor research question
  - *In-between* → partially good or unsure
4. Students can talk to each other while finding their position.
5. I ask some students from different positions *why* they chose that spot.
6. I explain what makes the research question good, bad, or partially strong.
7. Repeat with 5 research questions.



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### Pharus Learning

Workshops and courses that blend business sustainability, self-awareness, and human connection. Grounded in rigorous academic research.

**Website:** [www.pharuslearning.nl](http://www.pharuslearning.nl)



*As the activity progresses, I can see students' understanding develop in real time. It also works as a formative assessment, making learning visible.*

## WHY THIS MOVEMENT-BASED STRATEGY WORKS

- **Highly active learning:** Physical movement engages attention and memory, making learning more immersive.
- **Full participation:** Every student stands and moves, so no one can “hide” or disengage.
- **Learning by doing:** Moving while making choices helps students remember concepts more deeply.
- **Formative assessment in real time:** I see immediately where understanding is strong or where misconceptions remain.
- **Promotes social learning:** Students see peers' positions, sparking discussion and collaborative meaning-making.

## KEYWORDS

### Formative Assessment

A method to monitor student learning in real time, allowing teachers to adjust instruction and provide immediate feedback. This activity acts as a formative assessment because students' understanding is visible as they move.

### Social Learning

Learning that happens through observation, discussion, and collaboration with peers, helping students construct meaning together.

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