

Response Types: Cold Call

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Cold Call is a questioning technique in which the teacher does not request volunteers to answer a question but rather calls on a student that does not have their hand raised.

Cold Call



Sustains focus
over longer
periods



Fosters a more
equitable
environment



Builds an
inclusive
classroom

Cold Call is most effective when used intentionally and in an inclusive, positive manner.

**Cold
Call**



Using Cold Call effectively:

- When answers are long or different
- For foundational or higher order questions
- To check for understanding
- To call on students after using "think time"

Consider the following as you reflect on cold calling:

1. How often was cold calling used? What was the purpose in this lesson?
2. Was cold call used with the correct frequency and timing to support effective learning and retention?
3. How did cold call contribute to your ability to formative assess student learning?
4. What next steps might you implement based on this information?
5. Did you promote a [positive cold call culture](#)?
6. Was feedback and/or support provided to students that were cold called?
7. Would your cold call strategy benefit from the use of a procedure to better structure responses?

Sample Cold Call Procedure:

- a. Asks a question
- b. Provides wait time/ "think time"
- c. Calls on a non-volunteer
- d. Responds to an answer with feedback

Remember that while AI can provide valuable insights and support, it should not replace the expertise and judgment of educators. The AI report should be viewed as a tool to augment and inform instructional decision-making rather than as a substitute for human analysis and understanding.