Questioning in Teaching

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Lesson outline

- Why use questions
- Types of questions
- Forms of questions
- Methods of asking questions
- Distribution of questions
- Precautions in asking questions
- Tactics of handling questions
- Adopting Blooms Taxonomy in question

Why Use Questions?

- To clarify need and prove why the lesson is to be learnt
- To ensure participation and active involvement in lessons
- To draw attention of learners and break monotony of lecturing
- To develop knowledge and understanding, ideas and thoughts

Why Use Questions?

- To strengthen reasoning ability, and insight of the learners
- To start a discussion, argument etc. to prompt a debate
- To clarify a difficult issue or to change affective behavior
- To pace lesson and moderate student behavior

Why Use Questions?

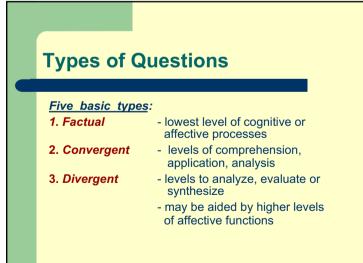
- To motivate and control class
- To increase self confidence and morale of the learners
- To establish relationship between teacher and learner
- To provide opportunities for feedback on presentation
- To assess and evaluate student learning and revise if needed

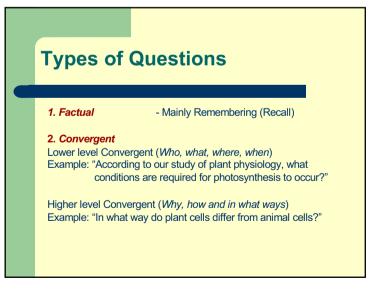
Why Ask Questions?

- Questions allow us to :
- > ... access information
- > ... analyze information
- > ... draw sound conclusions

Good questions stimulate thinking and creativity

"The ability to think - to be a lifelong seeker and integrator of new knowledge - is based on the ability to ask and consider important questions."





Types of Questions

3. Divergent

Lower level Divergent (*How could…, What are some possible consequences…, Imagine…*)

- Example: "How might life be different if peace was declared in the middle east?"
- Higher level Divergent (Defend, Judge, Predict, If... then, Can you create, What is your opinion...)
- Example: "Suppose you are the Leader of this institute. How would you devise a plan to increase the retention rate of minority first-year students?"

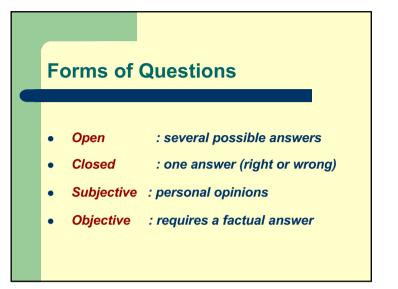
Types of Questions

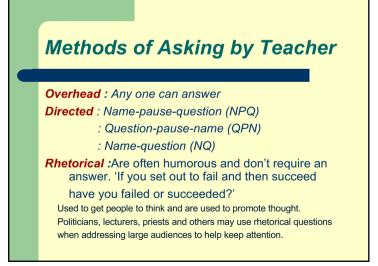
- **4. Evaluative** analyzed or synthesized information and/or affective levels frequently in comparative frameworks.
- a. Compare and contrast ----- for ----
- b. What are the similarities and differences between ----- and -----?
- c. Why and how might the concept of ----related to the
- **5.** Combinations questions that blend any combination of the above.

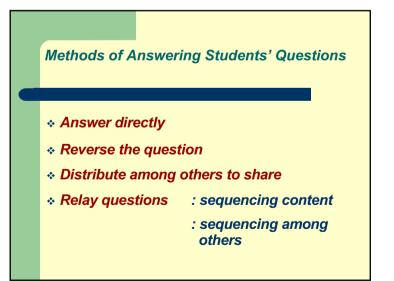
Questions for Critical Thinking 1. Questions for clarification • Why do you say that? • How does this relate to our discussion? • Are you going to include -----in your process/ composition? 2. Questions that probe • What could you/we assume instead? assumptions How can you verify or disapprove that assumption? • Why are you leaving out examples of -----making --? 3. Questions that probe • What would be an example? reasons and evidence • What is....analogous or similar to? • Where in the piece do you hear this? Why:?

4. Questions about	What would be an alternative?
viewpoints and perspectives	 What would be an alcentative : What is another way to look at it? Would you explain why it is necessary or beneficial, and who benefits? Why is this best? What are the strengths and weaknesses of? How areandsimilar? What is a counter argument for?

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Questions for Critical Thinking (Cont		
5. Questions that probe	What generalizations can you make?	
implications and	 What are the consequences of that 	
consequences	assumption?	
	 What are you implying? 	
	How doesaffect?	
	 How doestie in with what we learned 	
	before?	
	 What would happen if? 	
6. Questions about the question	What was the point of this question?	
	• Why do you think I asked this question?	
	What doesmean?	
	 How doesapply to everyday life? 	







Distribution of Questions

- 1. Involve maximum members in question-answer
- 2. Distribute evenly among person dimension (malefemale,)
- 3. Distribute evenly along content dimension (at each stage)
- 4. Distribute evenly along space dimension (left-right)
- 5. Distribute evenly along time dimension (beginning, middle ..)

Techniques for Successful Questioning

1. Phrasing: teacher communicates the question so that the students understand the response expectation (ie: no run-on questions).

2. Adaptation: teacher adapts the question being asked to fit the language and ability level of the students.

3. Sequencing: teacher asks the questions in a patterned order indicating a purposeful questioning strategy.

Precautions in Using Questions

Asking students

- : Do you understand ?
- : Is that clear ?
- : Any questions ?
- : OK ?

Asking students to raise their hands if they do not understand

Techniques for Successful Questioning

4. Balance: teacher asks both convergent and divergent questions and balances the time between the two types. The teacher uses questions at an appropriate level or levels to achieve the objectives of the lesson.

5. Participation: teacher uses questions to stimulate a wide range of student participation, encouraging responses from volunteering and non-volunteering students, redirects initially asked questions to other students.

Techniques for Successful Questioning

6. Probing: teacher probes initial student answers, and encourages students to complete, clarify, expand or support their answers.

7. Wait Time (Think Time): teacher pauses three to five seconds after asking a question to allow students time to think. The teacher also pauses after students' initial responses to questions in class.

8. Student Questions: teacher requires students to generate questions of their own.

Precautions in Using Questions

- Very long or complex, and very difficult
- Double negative in a single sentence
- Two questions in a single sentence
- Not to give time to think and answer
- Not to keep time for students' questions

Precautions in Using Questions

- Being too formal and stiff
- No appreciation for correct answer
- Never discount or put down a person for asking questions

Tactics of Handling Questions

I: Students Asking Questions

- Repeat the question, paraphrasing it
- Redirect the question
- Ask probing questions
- Promote a discussion among the students

Tactics of Handling Questions

II: Answering Questions

- Directly answer the question
- Postpone answering the question
- Discourage inappropriate questions
- Admit when you do not know an answer

Tactics of Handling Questions

III: Asking Questions

- Ask open-ended, not just close-ended questions
- Ask divergent as well as convergent questions

Tactics of Handling Questions

IV: Pauses and Silence

- Wait, pauses and silence are not inappropriate class behaviours
- Wait, give the students time to think (QPN or NPQ)
- Wait, or you will establish an undesirable norm

Tactics of Handling Questions

- V: Creating an Accepting Atmosphere
- Ask for questions
- Answer questions
- Answer students questions adequately
- Listen to the question, or to any student comments
- Do not put down the students

