

Lesson Three: Questioning Techniques

Objectives:

1. Understand the importance of effective questioning techniques in communication.
2. Develop the ability to ask open-ended and closed-ended questions appropriately.
3. Enhance critical thinking skills through questioning.
4. Improve active listening skills to formulate relevant follow-up questions.
5. Utilize questioning techniques to gather information, clarify understanding, and solve problems effectively.
6. Outcomes:
7. Participants will be able to differentiate between open-ended and closed-ended questions.
8. Participants will demonstrate proficiency in formulating probing questions to elicit detailed responses.
9. Participants will improve their ability to use questioning techniques in various contexts such as interviews, meetings, and everyday conversations.

Outcomes:

1. Participants will be able to differentiate between open-ended and closed-ended questions.
2. Participants will demonstrate proficiency in formulating probing questions to elicit detailed responses.
3. Participants will improve their ability to use questioning techniques in various contexts such as interviews, meetings, and everyday conversations.
4. Participants will enhance their communication skills by asking questions that encourage reflection and deeper understanding.
5. Participants will develop a toolkit of questioning techniques to facilitate effective communication and decision-making.

Questioning Techniques:

Definition: The strategic use of questions to stimulate critical thinking, assess understanding, and promote class participation.

Sub-skills and Concepts:

- Open-ended vs. closed-ended questions.
- Bloom's Taxonomy and levels of questioning.
- Wait time and encouraging thoughtful responses.
- Adapting questioning techniques to different learning styles.

2. Open-ended vs. Closed-ended Questions:

Open-ended Questions:

These questions encourage elaboration and thoughtful responses.

They typically begin with words like "how," "what," "why," or "tell me about."

Open-ended questions promote discussion and allow individuals to express their ideas in their own words.

Example: "What are your thoughts on the implications of climate change?"

Closed-ended Questions:

These questions usually have a specific answer, often a simple "yes" or "no" or a brief factual response.

They are useful for checking understanding or obtaining specific information quickly.

Example: "Did you finish reading the assigned chapter?"

Balancing Both:

Effective questioning often involves a mix of open-ended and closed-ended questions based on the learning objectives and the depth of understanding desired.

Bloom's Taxonomy and Levels of Questioning:

Bloom's Taxonomy:

Bloom's Taxonomy is a hierarchical model that categorizes cognitive skills into six levels, ranging from simple recall of information to higher-order thinking skills.

The levels, from the lowest to the highest, are: Remembering, Understanding, Applying, Analyzing, Evaluating, and Creating.

Levels of Questioning:

1. Remembering: Questions that focus on recalling facts or basic information.
2. Understanding: Questions that seek comprehension and interpretation of information.
3. Applying: Questions that require the application of knowledge in a new context.
4. Analyzing: Questions that prompt the breakdown of information into parts and examination of relationships.
5. Evaluating: Questions that involve making judgments about the value or quality of information.
6. Creating: Questions that stimulate the synthesis of new ideas or the generation of original work.

Adapting Questions to Bloom's Levels:

Align questions with learning objectives, gradually progressing from lower to higher levels to deepen understanding and critical thinking.

Wait Time and Encouraging Thoughtful Responses:

Wait Time:

Allow sufficient time after posing a question before expecting a response. This is known as "wait time."

Providing wait time allows students to process the question, formulate their thoughts, and feel more comfortable contributing.

Encouraging Thoughtful Responses:

1. Use positive reinforcement to acknowledge thoughtful responses, creating a supportive atmosphere.

2. Encourage students to build on each other's ideas, fostering collaborative thinking. Prompt further reflection by asking follow-up questions that delve deeper into the topic.

Adapting Questioning Techniques to Different Learning Styles:

Visual Learners:

- Use diagrams, charts, or visual aids to support questions.
- Encourage the creation of visual representations in responses.

Auditory Learners:

- Include verbal discussion and group activities.
- Use questions that involve verbal explanations or presentations.

Kinesthetic Learners:

- Incorporate hands-on activities and real-world applications into questions.
- Allow movement or physical engagement in responses.

Reading/Writing Learners:

- Provide written prompts and encourage written reflections.
- Incorporate reading assignments and written analysis into questioning.
- Adapting questioning techniques to different learning styles enhances engagement and comprehension, catering to the diverse needs of students in the learning environment.

References

"The Art of Powerful Questions: Catalyzing Insight, Innovation, and Action" by Eric E. Vogt, Juanita Brown, and David Isaacs - Published in 2008.

"Asking Powerful Questions: A Guide to Critical Thinking" by Will Bontrager - No specific publication date found.

"Leading with Questions: How Leaders Find the Right Solutions By Knowing What to Ask" by Michael J. Marquardt - Published in 2014.

"The Right Question: A Revolutionary Approach to Decision Making" by Mark Murphy - Published in 2016.