

Why Ask Questions

- Focus student attention.
- Assess student learning and progress.
- Cue students as to what content is important.
- Give students an opportunity to reflect on their learning process and current level of mastery.
- Builds student skills.

Quick Tips

Drafting Effective Questions

- Align question to course learning objectives.
- Develop an objective for each question. Share the objective with students.
- Share your interest in the topic by how you present the question(s).
- Ask open-ended questions that students will have the background knowledge or experience to answer or the skills needed to discover an answer.
- Ask questions with multiple possible answers of varying complexity.
- How you phrase the question will influence the type of response.
 - Use plain language.
 - Be specific.
 - Ask one thing per question.
 - Ask one question at a time.
 - Address big concepts with multiple questions.
- Frame the question with context.
- Relate the question to prior, current, and future learning and student experience.

Discussion

- Share, in advance, your expectations and objectives for the discussion. Include examples of follow up questions students can ask each other.
- Give all students time to form and evaluate a response before contributing to the discussion or giving feedback.
- Use small groups to encourage all students to participate
- Encourage students to respond to one another.
- Close discussion by revisiting objectives. Summarize important points, remind students of office hours, and how to contact you with follow-up questions.

Participate, Follow Up, and Give Feedback

- Participate in the discussion.
- Model the skills you want students to develop.
- If students responses aren't meeting objectives rephrase/reframe question.
- Ask follow-up questions.
 - Follow up by asking students to elaborate and provide evidence.
 - Ask about the content and not the students.
 - Ask for clarification.
 - Paraphrase students response in reply or feedback to make a clear connection between the student's contribution and your reply or feedback.
 - Give constructive feedback when necessary

Types of Questions

- Cognitive domain questions include factual recall, convergent and divergent questions
- High-cognitive: students have to use thought processes like analyzing, problem solving, predicting, evaluating
- Low-cognitive: Students use memory or an ability to locate information in a reliable source
- Factual recall questions ask students to name, recall, identify, list, or distinguish
- Convergent questions tend to be closed with one correct answer
- Divergent questions are open ended with diverse answers
- Evaluative questions elicit responses that include opinion, judgement, values, or reviews.
- Affective domain questions focus on feelings, attitudes, appreciations, interests, and values.

Question Types Based On Bloom's Taxonomy

- Knowledge questions ask students responses are what they already know.
- Comprehending questions ask students to demonstrate understanding by negotiating what is known into different patterns of information
- Applying questions ask students to select, transfer, and use information to complete a task based upon prior learning
- Analyzing questions ask students to support arguments and opinions by organizing ideas into logical patterns of understanding
- Synthesizing questions ask students to construct a connected whole from separate elements with original and creative ideas
- Evaluating questions ask students consider the values implicit in their thinking by looking at evidence and establishing a criteria

Types of Open-ended Questions

- Analysis
- Compare and contrast
- Cause and effect
- Seek evidence
- Ideas
- Opinions
- Encourage prediction
- Encourage description
- Clarifications
- Explanations
- Relationship building
- Persuasive

Follow-up Questions

- Ask for evidence, elaboration or more detail, explanation or rationale, and other perspectives.
- Ask if there is anything missing or more things to consider.
- Ask about underlying assumptions and biases.
- Compare and contrast with other discussions, interpretations, conclusions, or points of view.
- Ask for summaries that reconcile multiple interpretations, conclusions, or points of view.

References

<https://z.umn.edu/questionsref>