Effective Questioning

Kathryn Thomson
What makes a good question?
Activity

- A’s to describe how to make a cup of tea.
- B’s to listen
- B’s to ask questions that can only have Yes/No answers
- A’s to respond
Activity

- A’s to describe their home
- B’s to listen and draw
- B’s to ask open questions that *do not* get a Yes/No response
- A’s to respond
Reflection
Questioning techniques

• Pose and Pause
• Pounce
• Bounce
Bloom’s Taxonomy

CREATING
- Use information to create something new
  - Design, Build, Construct,
  - Plan, Produce, Devise, Invent

EVALUATING
- Critically examine info & make judgements
  - Judge, Test, Critique,
  - Defend, Criticize

ANALYZING
- Take info apart & explore relationships
  - Categorize, Examine,
  - Compare/Contrast, Organize

APPLYING
- Use information in a new (but similar) situation
  - Use, Diagram, Make a Chart, Draw, Apply, Solve, Calculate

UNDERSTANDING
- Understanding & making sense out of information
  - Interpret, Summarize, Explain, Infer, Paraphrase, Discuss

REMEMBERING
- Find or remember information
  - List, Find, Name, Identify, Locate,
  - Describe, Memorize, Define
Effective questioning activity

<table>
<thead>
<tr>
<th>Objective</th>
<th>To help teachers encourage 21st century skills in learners</th>
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<tbody>
<tr>
<td>What</td>
<td>Buy a new mobile phone</td>
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<tr>
<td>How</td>
<td>Using effective questioning</td>
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Elevator pitch
Thank you