

## **Behaviors Associated with Effective Questioning**

1. Ask focused, clearly-worded questions that give students a clear indication of expectations for responding.
2. Speak clearly and loudly so questions can be heard everywhere in the classroom.
3. Use varied and dynamic vocal patterns.
4. Convey to students a genuine interest in hearing their responses.
5. Allow 5-8 seconds what time for a response before restating the question or asking another student.
6. Make eye contact with students when asking questions and does not talk over their heads, to the blackboard or to just one individual.
7. Call on students by name when eliciting responses from specific individuals.
8. Politely ask students to restate inaudible responses more loudly so the entire class can hear.
9. Do not remain primarily in one place or engage in one-on-one questioning.
10. Call on students in an unpredictable sequence.
11. Frequently ask a question before naming the respondent to encourage all students to dominate the class.
12. Do not allow a minority or more confident and/or impulsive students to dominate the class.
13. Call on students who normally do not respond.
14. Be egalitarian in questioning and attempt to call on as many students as possible.
15. Use a variety of strategies to allow different kinds of learners a chance to answer comfortably; 1) ask a question and let a student call out answers; 2) choose one student to answer after asking a question; 3) let students raise their hands if they have an answer and then choose volunteers.
16. Do not limit more challenging and stimulating questions to students perceived as having higher ability or knowledge.
17. Probe for correct responses to questions rather than giving the correct answer.
18. Ask students to justify and further explain responses.
19. Encourage students to answer each others' questions.
20. Allow time to consider different points of view and multiple responses.
21. Do not overtly or covertly invalidate students' responses by unnecessarily changing their meaning or wording.
22. Create a safe and supportive atmosphere for students' questions by answering immediately and politely.
23. Do not make students feel potentially assailed, threatened, and passive by asking too many questions.
24. Make regular comprehension checks in the form of specific questions (not "Is that clear?" or "Does everyone understand?"); try one-minute papers to check for comprehension.
25. Use "think-pair-share" in which students think of an answer, pair with another student, and share their answers before responding to the instructor.

## Question Types

1. Open-ended questions: “What are your reactions to the General Motors case?” “What aspects of this problem were of greatest interest to you?” “Where should we begin?”
2. Diagnostic questions: “What is your analysis of the problem?” “What conclusions did you draw from these data?”
3. Information-seeking questions: “What was the gross national product of France last year?”
4. Challenge (testing) questions: “Why do you believe that?” “What evidence supports your conclusion?” “What arguments might be developed to counter that point of view?”
5. Action questions: “What needs to be done to implement the government’s anti-drug campaign?”
6. Questions on priority and sequence: “Given the state’s limited resources, what is the first step to be taken? The second? And the third?”
7. Prediction questions: “If your conclusions are correct, what might be the reaction of the Japanese auto industry?”
8. Hypothetical questions: “What would have happened to the company if a strike had not been called by the union?”
9. Questions of extension: “What are the implications of your conclusions about the causes of the Boston bottling plant strike for executives in plants in other large cities?”
10. Questions of generalization: “Based on your study of the computer and telecommunications industries, what do you consider to be the major forces that enhance technological innovation?”

### Reference:

“The Discussion Teaching in Action” Roland Christensen, p. 159. *Education for Judgement* Ed: Roland Christensen, David Garvin, Ann Sweet. Harvard Business School, 1991