**Asking Effective Questions Group Exercise**

**Exercise Objective** – The objective for this exercise is for each student to be able to…

Given a scenario involving a classroom question and answer segment, determine the most appropriate type of question/questioning technique to use based on the content covered in the lesson reading assignment and the minimum criteria specified in the NTC Instructor Delivery Evaluation Checklist and Guidelines.

**Exercise Instructions:**

Listed below are six scenarios involving a class question and answer situation.

Each group will…

* be assigned two or three scenarios.
* be responsible for reading the assigned scenarios.
* brainstorm and collectively develop suggestions for the Q&A situation.
* have 10 minutes to complete the group activity assigned.
* be responsible for reporting their answers/solutions to the rest of the class.
* have 5-minutes to report out.

**Scenarios:**

1. You (instructor) have just started the first topic in your lesson. You would like to get the students involved. What should you do/why?
2. You (instructor) asked a question but the discussion that is fading out/losing steam. What should you do to keep the discussion going/why?
3. You (instructor) continually ask the students during a lesson if they have any questions. They are taking you up on your offer and are asking you technical questions? What should you do/why?
4. You notice several students in class will not participate in discussions/exercises. What should you do/why?
5. You have started doing a task demonstration but would like to get the students involved. What should you do/why?
6. You routinely ask students questions to get them involved. However, they sometimes don’t know the answer and look stressed. What should you do/why?
7. One student continually ask you technical questions. What should you do/why?
8. You have a quiet class. You ask questions but they will not participate. What should you do/why?