

Effective Questions



Instruction Seminar



Terminal Objective

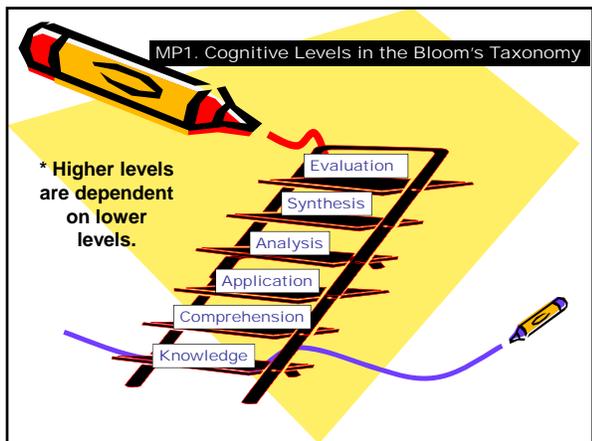
Given a case study involving a classroom question and answer segment, recognize instances where the instructor used/did not use effective questioning techniques based on the types of questions covered in this lesson and the minimum criteria specified in the NTC Instructor Delivery Evaluation Checklist and Guidelines.



Route

- MP1. Cognitive Levels of Learning
- MP2. Knowledge vs. Comprehension-Based Questions
- MP3. Types of Directed Questions
- MP4. Impact of Poor Questions





Asking Effective Questions Helps Students:

- Progress to Higher Cognitive Levels,
- Think Critically,
- Have Fun,
- Generate Discussion,
- Learn From Each Other.

MP2. Knowledge vs. Comprehension-Level Questions

What do they require of the students?

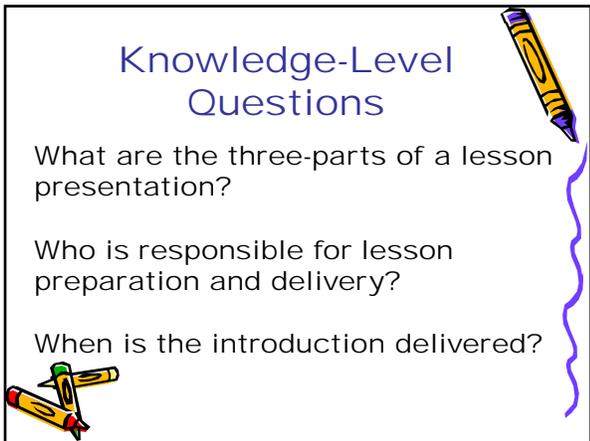
What do they look like?

Knowledge-Level Questions

What are the three-parts of a lesson presentation?

Who is responsible for lesson preparation and delivery?

When is the introduction delivered?

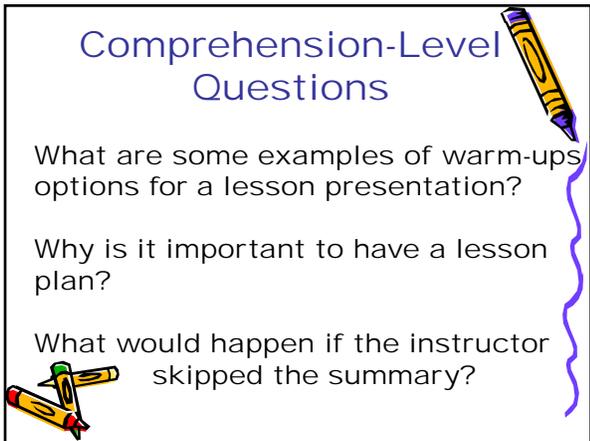


Comprehension-Level Questions

What are some examples of warm-ups options for a lesson presentation?

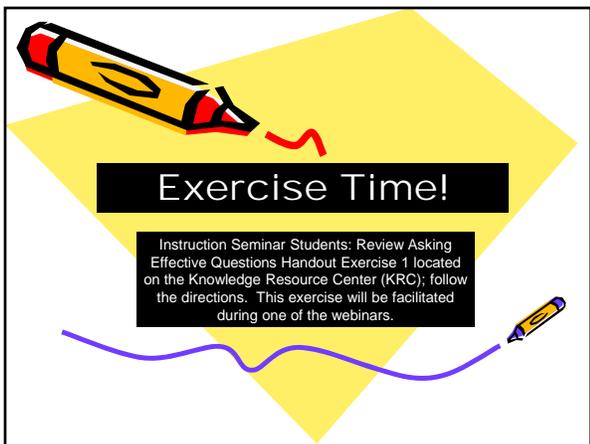
Why is it important to have a lesson plan?

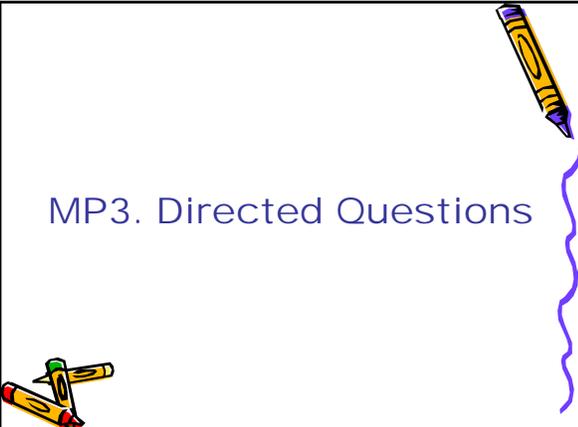
What would happen if the instructor skipped the summary?



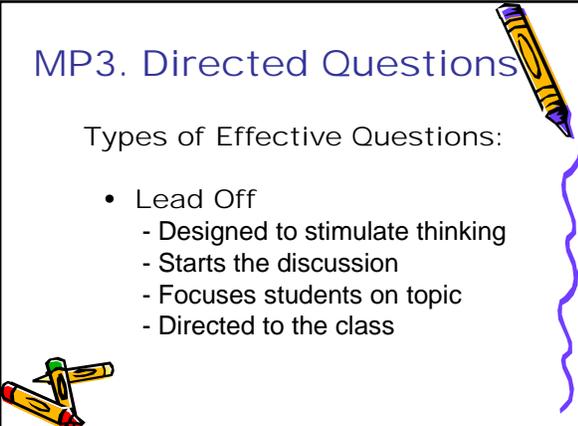
Exercise Time!

Instruction Seminar Students: Review Asking Effective Questions Handout Exercise 1 located on the Knowledge Resource Center (KRC); follow the directions. This exercise will be facilitated during one of the webinars.





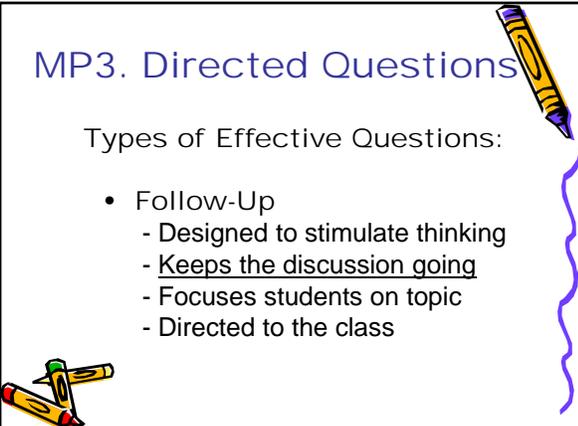
MP3. Directed Questions



MP3. Directed Questions

Types of Effective Questions:

- Lead Off
 - Designed to stimulate thinking
 - Starts the discussion
 - Focuses students on topic
 - Directed to the class



MP3. Directed Questions

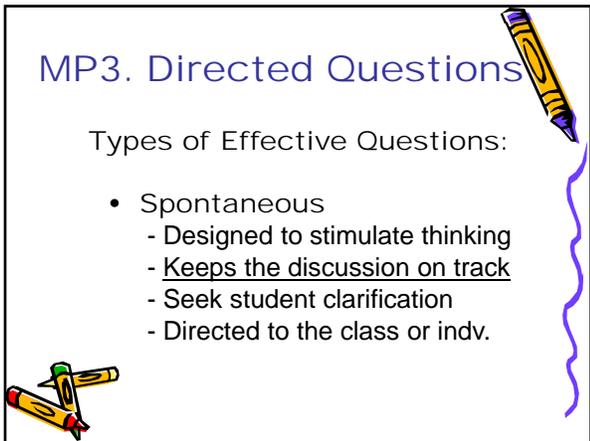
Types of Effective Questions:

- Follow-Up
 - Designed to stimulate thinking
 - Keeps the discussion going
 - Focuses students on topic
 - Directed to the class

MP3. Directed Questions

Types of Effective Questions:

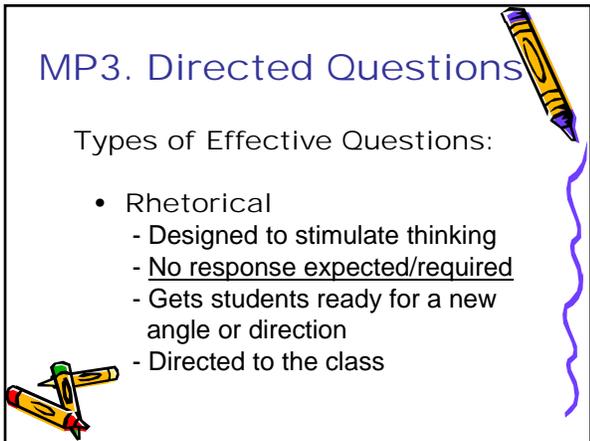
- Spontaneous
 - Designed to stimulate thinking
 - Keeps the discussion on track
 - Seek student clarification
 - Directed to the class or indiv.



MP3. Directed Questions

Types of Effective Questions:

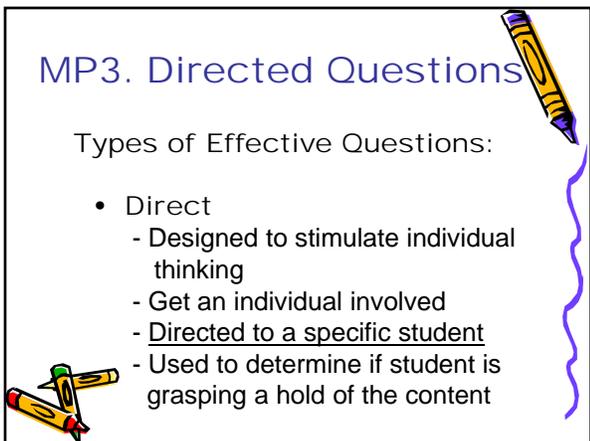
- Rhetorical
 - Designed to stimulate thinking
 - No response expected/required
 - Gets students ready for a new angle or direction
 - Directed to the class



MP3. Directed Questions

Types of Effective Questions:

- Direct
 - Designed to stimulate individual thinking
 - Get an individual involved
 - Directed to a specific student
 - Used to determine if student is grasping a hold of the content



MP3. Directed Questions

Types of Effective Questions:

- Reverse
 - Designed to stimulate individual thinking
 - Turn the question back on the student who asked the instructor a question
 - Promotes student development



MP3. Directed Questions

Types of Effective Questions:

- Relay
 - Designed to stimulate individual or group thinking
 - Response expected from student who asked the instructor a question
 - Used to promote student development

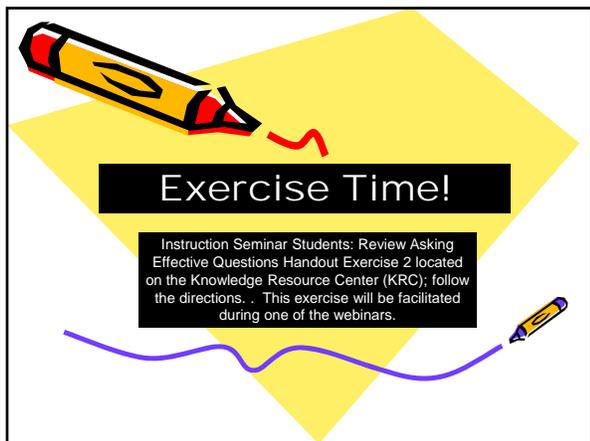


MP3. Directed Questions

• Ineffective Questions:

- Closed-Ended
- Vague
- Multiple
- Loaded



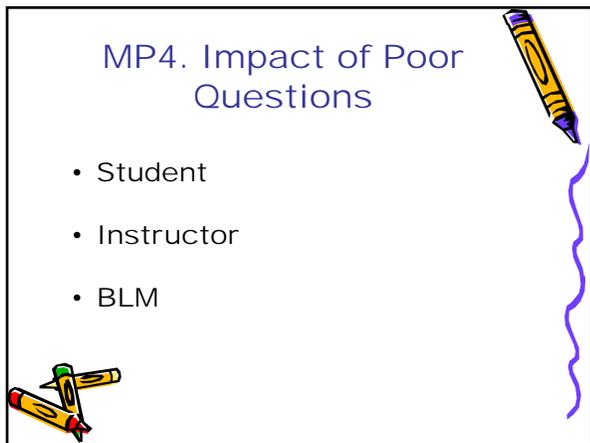


Exercise Time!

Instruction Seminar Students: Review Asking Effective Questions Handout Exercise 2 located on the Knowledge Resource Center (KRC); follow the directions. This exercise will be facilitated during one of the webinars.

MP4. Impact of Poor Questions

- Student
- Instructor
- BLM



Conclusion



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Given a case study involving a classroom question and answer segment, recognize instances where the instructor used/did not use effective questioning techniques based on the types of questions covered in this lesson and the minimum criteria specified in the NTC Instructor Delivery Evaluation Checklist and Guidelines.



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