

Asking Effective Questions Review

1. Why is it important for an instructor to ask effective questions?
2. What is the difference between a knowledge-level and comprehension-level question?
3. What are the different types of directed questions available to an instructor in a classroom setting?
4. According to Bloom's Taxonomy, what kind of question is Question #3 (the previous question)? What is your justification/rationale?
5. You're sitting in the back of a classroom observing Kendall, a BLM instructor, training a class of petroleum engineers how to calculate down-hole pressure on an oil rig. The lesson is going great. However, one of the students interrupts her presentation and asks, "Why do we have to perform this calculation when the tool pusher is already performing the calculation on the rig?" Without blinking an eye Kendall immediately answers the student's question. After she has finished

answering she asks the student, "Did I answer your question?" The student responds positively by shaking his head up and down; she continues the lesson. It is now break time, and you would like to give Kendall some constructive feedback on her presentation.

How would characterize Kendall's questioning techniques in the scenario?

What could she have done differently to generate discussion?