

Questioning Skills

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❖ Quotations

- "A good question is never answered. It is not a bolt to be tightened into place but a seed to be planted and to bear more seed toward the hope of greening the landscape of idea."
- To question well is to teach well. In the skillful use of questions, more than anything else, lies the fine art of teaching.

❖ Importance of Questioning in Teaching Learning Process:

As per Government G.R. dated 20 Aug.2010.

- 1) Teachers are expected to prepare question paper at this level.
Papers prepared by external agency should not be used.
- 1) Teachers questioning skills need to be developed .
- 2) Teachers are expected to continue preparing new questions to add to the question bank.
- 3) The open ended questions as far as possible.
- 4) Question which demand .creative responce.
- 5) Prepare questions based on varity of objectives like knowledge,application,understanding, skill, interest, apprciation. etc.
- 6) Question based on not learning mechanical reply should not be encouraged.

❖ Open & Closed Ended Questions

- A closed ended question(CEQ) can be answered with either a single word or a short phrase.
- An open ended question(OEQ) is likely to receive a long or multiple answers.
- Characteristics :
 - *CEQ give us facts ,are easy & quick to answer,& keep control of the conversation.
 - *OEQ ask respondent to think & reflect, give opinions & feelings,& take control of the conversation.

❖ Features of Open Ended Questions

- No fixed method
- No fixed answer/Many possible answers
- Solved in different ways & on different levels
- Offer student room for own decision making & natural mathematical way of thinking
- Develop reasoning & communication skills
- Open to student's creativity & imagination
- Focuses on student's understanding & ability to reason & apply knowledge

❖ Things to remember while preparing questions:

- 1) Read the content thoroughly
- 2) Decide the types of questions to be prepared
- 3) Prepare the blue print for proper distribution of weightage
- 4) Generate questions as per the type & weightage decided
- 5) Classify the questions as per the given tables

Table No.1

□ Classification as per Question type

Objective type Questions	Short Answer Questions	Long Answer Questions

Table No.2

□ Classification as per the Objectives

Knowledge	Understanding	Application	Skill	Synthesis	Analysis	Evaluation

Table No.3

➤ Classification as per Characteristics

Open Response	Values	Core Component	Life Skills

Table No.4

➤ Summarising tables 1,2 &3

Objective	Question type	Question No.	Characteristics

Learning should inculcate...

LIFE SKILLS	CORE COMPONENTS OF NPE-1986	VALUES
Self-awareness	India's Freedom Movement	Punctuality
Empathy	The constitutional obligations	Neatness
Problem solving	Nurturing national identity	Dignity of labour
Decision Making	India's common cultural heritage	Gender Equality
Effective Communication	Equality, democracy & Secularism	Scientific Attitude
Interpersonal relations	Gender Equality	National Integration
Creative thinking	Protection of the environment	patriotism
Critical thinking	Removal of Social Barriers	Sensitivity
Coping with emotions	Small family norms	Religious Tolerance
Coping with stress	Scientific Temper	Courtesy

❖ Three Aims of Questioning

- Increasing Attainment
- Enhancing retention
- Encouraging participation

❖ Purpose of Questioning:

- They can help the teacher gauge how effectively pupils are learning
- They can assist the teacher in forward planning
- They can be used to involve pupils in on-going classwork
- They can give pupils opportunities to articulate their understanding
- They should give opportunities for successful answers, but should also provide challenge
- Pupils' communication skills & Social skills can also be improved

❖ Purpose of Questioning:

- Pupils can be invited to ask questions themselves, which can lead to more sophisticated discussions
- To develop interest and motivate students to become actively involved in lessons
- To evaluate students' preparation and check on homework or seatwork completion
- To develop critical thinking skills and inquiring attitudes
- To review and summarize previous lessons

❖ TYPES OF QUESTIONS

❖ Open questions

- These are useful in getting another person to speak. They often begin with the words: What, Why, When, Who
- Sometimes they are statements: “tell me about”, “give me examples of”.
- They can provide you with a good deal of information.

❖ Closed questions

- These are questions that require a yes or no answer and are useful for checking facts. They should be used with care - too many closed questions can cause frustration and shut down conversation.

❖ Specific questions

- These are used to determine facts. For example “How much did you spend on that”

❖ Probing questions

- These check for more detail or clarification. Probing questions allow you to explore specific areas. However be careful because they can easily make people feel they are being interrogated

TYPES OF QUESTIONS

❖ Hypothetical questions

- These pose a theoretical situation in the future. For example, “What would you do if...?” These can be used to get others to think of new situations. They can also be used in interviews to find out how people might cope with new situations.

❖ Reflective questions

- You can use these to reflect back what you think a speaker has said, to check understanding. You can also reflect the speaker’s feelings, which is useful in dealing with angry or difficult people and for defusing emotional situations.

❖ Leading questions.

- These are used to gain acceptance of your view – they are not useful in providing honest views and opinions. If you say to someone ‘you will be able to cope, won’t you?’ they may not like to disagree.

Bloom's Taxonomy of Learning

- According to Benjamin Bloom, and his colleagues, there are six levels of cognition:
- Knowledge: rote memorization, recognition, or recall of facts
- Comprehension: understanding what the facts mean
- Application: correct use of the facts, rules, or ideas
- Analysis: breaking down information into component parts
- Synthesis: combination of facts, ideas, or information to make a new whole
- Evaluation: judging or forming an opinion about the information or situation

❖ Bloom's Taxonomy

- Taxonomy of Cognitive Objectives
- 1950s-developed by Benjamin Bloom
- Means of expressing qualitatively different kinds of thinking
- Adapted for classroom use as a planning tool
- Continues to be one of the most universally applied models
- Provides a way to organise thinking skills into six levels, from the most basic to the higher order levels of thinking
- 1990s-Lorin Anderson (former student of Bloom) revisited the taxonomy

Changing Terminology

Original Terms

- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge

New Terms

- Creating
- Evaluating
- Analysing
- Applying
- Understanding
- Remembering

Different Types of Questions based on Bloom's Taxonomy

➤ Lower Order

Knowledge (Remembering)

These types of questions test the students' ability to memorize and to recall terms, facts and details without necessarily understanding the concept.

Key Words: Memorize, Define, Identify, Repeat, Recall, State, Write, List & Name

➤ Comprehension (Understanding)

These questions test the students' ability to summarize and describe in their own words without necessarily relating it to anything.

Key Words: Describe, Distinguish, Explain, Interpret, Predict, Recognize & Summarize

Different Types of Questions based on Bloom's Taxonomy

- Higher Order

- Application (Transferring)

- Application questions encourage students to apply or transfer learning to their own life or to a context different than one in which it was learned.

- Key Words:** Apply, Compare, Contrast, Demonstrate, Examine, Relate, Solve & Use

- Analysis (Relating)

- These questions encourage students to break material into parts, describe patterns and relationships among parts, to subdivide information and to show how it is put together.

- Key Words:** Analyze, Differentiate, Distinguish, Explain, Infer, Relate, Research & Separate

Different Types of Questions based on Bloom's Taxonomy

- Synthesis (Creating)

These questions encourage students create something new by using a combination of ideas from different sources to form a new whole.

Key Words: Arrange, Combine, Create, Design, Develop Formulate, Integrate & Organize

- Evaluation (Judging)

Evaluation questions encourage students to develop opinions and make value decisions about issues based on specific criteria.

Key Words: Assess, Critique, Determine, Evaluate, Judge, Justify, Measure & Recommend

Bloom's Taxonomy-Sample Questions

Knowledge

Useful Verbs

- List
- Locate
- Name
- Recognize
- State
- Describe
- Recall
- Repeat
- Retrieve

Sample Question Stems

- What happened after...?
- How many...?
- Who was it that...?
- Can you name the...?
- Describe what happened at...?
- Who spoke to...?
- Can you tell why...?
- Find the meaning of...?
- What is...?
- Which is true or false...?

Bloom's Taxonomy-Sample Questions

Understanding

Useful Verbs

- Conclude
- Define in your own words
- Predict
- Tell
- Identify
- paraphrase
- Summarize
- Categorize
- Match
- Sort
- Compare
- Contrast

Sample Question Stems

- Can you write in your own words...?
- Can you write a brief outline...?
- What do you think could of happened next...?
- Who do you think...?
- What was the main idea...?
- Who was the key character...?
- Can you distinguish between...?
- What differences exist between...?
- Can you provide an example of what you mean...?
- Can you provide a definition for...?

Bloom's Taxonomy-Sample Questions

Applying

Useful Verbs

- Generalize
- Infer
- Show
- Use
- Solve
- Illustrate
- Examine
- Classify
- Construct

Sample Question Stems

- Do you know another instance where...?
- Could this have happened in...?
- Can you group by characteristics such as...?
- What factors would you change if...?
- Can you apply the method used to some experience of your own...?
- What questions would you ask of...?
- From the information given, can you develop a set of instructions about...?
- Would this information be useful if you had a ...?

Bloom's Taxonomy-Sample Questions

Analyzing

Useful Verbs

- Distinguish
- Select
- Arrange
- Organize
- Outline
- Examine
- Compare
- Investigate
- Explain

Sample Question Stems

- Which events could have happened...?
- If ... happened, what might the ending have been?
- How was this similar to...?
- What was the underlying theme of...?
- What do you see as other possible outcomes?
- Why did ... changes occur?
- Can you compare your ...with that presented in...?
- Can you explain what must have happened when...?
- How is ... similar to...?
- What are some of the problems of...?
- Can you distinguish between...?
- What were some of the motives behind...?
- What was the turning point in the game?
- What was the problem with...?

Bloom's Taxonomy-Sample Questions

Evaluating

Useful Verbs

- Assess
- Justify
- Critique
- Judge
- Debate
- Verify
- Argue
- Discuss
- Determine

Sample Question Stems

- Is there a better solution to...?
- Judge the value of...
- Can you defend your position about...?
- Do you think ... is a good or a bad thing?
- How would you have handled...?
- What changes to ...
- would you recommend?
- Do you believe...?
- Are you a ... person?
- How would you feel if...?
- How effective are...?
- What do you think about...?

Bloom's Taxonomy-Sample Questions

Creating

Useful Verbs

- Design
- Compose
- Plan
- Hypothesize
- Revise
- Create
- Invent
- Imagine

Sample Question Stems

- Can you design a ... to ...?
- Why not compose a song about...?
- Can you see a possible solution to...?
- If you had access to all resources how would you deal with...?
- Why don't you devise your own way to deal with...?
- What would happen if...?
- How many ways can you...?
- Can you create new and unusual uses for...?
- Can you write a new recipe for a tasty dish?

Applying Bloom's Taxonomy

□ To really understand what this means, let's take *Goldilocks and the 3 Bears* to apply Bloom's taxonomy to.

➤ Knowledge

Who was the biggest bear? What food was too hot?

➤ Comprehension

Why didn't the bears eat the porridge?

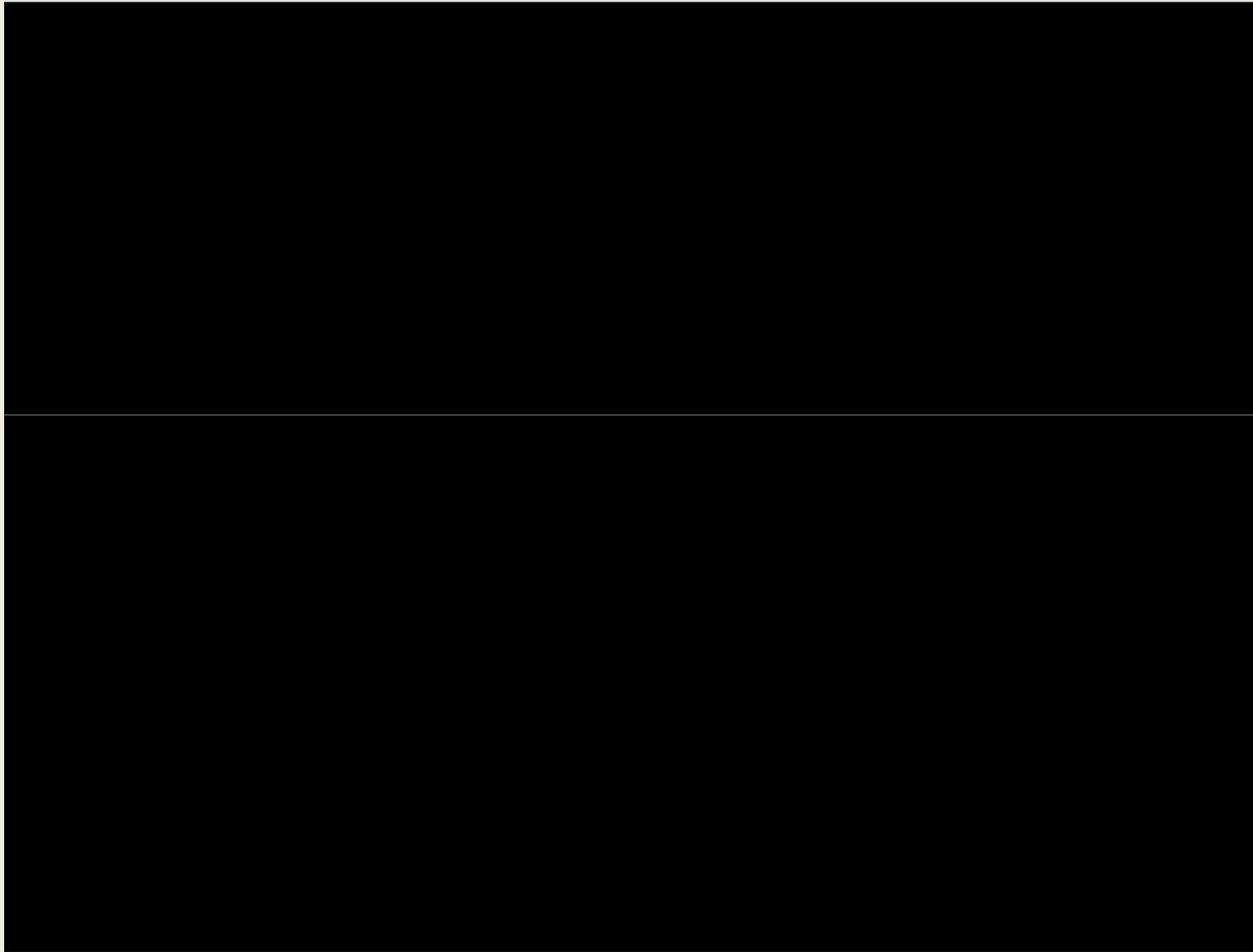
Why did the bears leave their house?

➤ Application

List the sequence of events in the story.

Draw 3 pictures showing the beginning, middle and ending of the story.

❖ Goldilocks and the 3 Bears



Applying Bloom's Taxonomy

- Analysis

Why do you think Goldilocks went for a sleep?

How would you feel if you were Baby Bear?

What kind of person do you think Goldilocks is and why?

- Synthesis

How could you re-write this story with a city setting?

Write a set of rules to prevent what happened in the story.

- Evaluation

Write a review for the story and specify the type of audience that would enjoy this book.

Why has this story been told over and over again throughout the years?

Act out a mock court case as though the bears are taking Goldilocks to court.

Thank You

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