

ADVANCED TEACHING TECHNIQUES: QUESTIONING (SAMPLE)

TEAM MEETING WINTER 2022

updated 02/2022

AN INTRODUCTION TO QUESTIONING

Types of Questions

Read [4 Types of Questions you Should be Asking your Students](#) by History Gal* to understand different types of questioning.

Hook or Preview Questions	<ul style="list-style-type: none">• Used as lesson opener to spark student interest and curiosity• No correct answers• Usually begin with “What do you think...”
Leading Questions	<ul style="list-style-type: none">• Lead students to definite correct answers• Activate recall and the finding of information from lecture or notes• Asked until correct answer given
Guiding Questions	<ul style="list-style-type: none">• Used when there are multiple correct answers• Direct students to deeper response, requiring thought, examination, research• Students need background knowledge and research skills to determine answer
Essential Questions	<ul style="list-style-type: none">• Used to promote critical higher-level thinking• Causes continued topic exploration and examination for meaningful understanding• Raises more questions and initiates debate—no final answer

What are Leading Questions?

Read [Leading Questions In eLearning: What eLearning Professionals Should Know](#) by Christopher Pappas†.

Leading questions influence and guide a learner to a correct answer, and they contain subtle hints that allude to that answer. When used improperly, these questions can coerce a learner into thinking a certain way. However, leading questions can also trigger the thought process and encourage learners to reflect upon key concepts and ideas.

Four types of leading questions: Assumptive, personal input, implication, and coercive.

What are Guiding Questions?

Guiding questions are questions provided to students, either in writing or spoken verbally, while they are working on a task. These questions encourage conversation between student and teacher and result in a fundamental sense of understanding. With these questions, students consider the information they have been taught and come up with their own answers.‡

Asking guided questions allows students to move to higher levels of thinking by providing open-ended support that calls students’ attention to key details without being prescriptive. Guiding questions might prompt students to...§

- Recall key previous knowledge
- Focus students on the most important issues
- Help students move from the factual to the analytic
- Guide students through a higher order thinking process (problem solving, hypothesis formation)
- Help students see connections
- Have students consider what has or has not worked in the past
- Sustain student engagement by involving them as active participants in thinking and analysis

Read [What Are Guiding Questions? Examples + Tips](#) by Caitriona Maria** to learn more about guiding questions.

* History Gal. (2018). 4 Types of Questions you Should be Asking your Students. Retrieved from The Musings of a History Gal.

† Pappas, C. (2015, December 5). Leading Questions In eLearning: What eLearning Professionals Should Know. Retrieved from eLearning Industry.

‡ Scott. (2018, November 2). Guiding Questions – What Are They? [And Why Use Them in Online ESL?]. Retrieved from DigiNo: digino.org/guiding-questions/.

§ Goalbook. (n.d.). Strategy: Guiding Questions. Retrieved from Goalbook Toolkit: goalbookapp.com/toolkit/v/strategy/guiding-questions.

** Maria, C. (2020, November 19). What Are Guiding Questions? Examples + Tips. Retrieved from TPR Teaching: tprteaching.com/what-are-guiding-questions-examples/.

Key Takeaways and Questions from Introduction to Questioning

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Discussion Questions

Do you regularly ask students questions? What types of questions do you ask students? Do you find it effective?

Give an example of a time you used the following question types with a student.

Leading Question

Question:

Describe experience:

Outcome:

Guiding Question

Question:

Describe experience:

Outcome:

In your experience, what makes it challenging to ask leading and guiding questions when helping students?

RIDDLE ACTIVITY

Directions

Find a partner and give one partner version I and the other partner version II of these riddles^{††}.

- Partner I will read the first riddle to partner II
- Assuming partner II does not know the solution, partner I will ask questions to get partner II to the solution
 - The hints can be used to brainstorm helpful questions
- Partner II will consider the questions partner I is asking to think through the riddle and identify the solution
- The process repeats for the next riddle, this time with partner II reading the riddle and asking the questions

Rules of the Game

- The partner with the solution can only ask questions; they may not give the solution
- The questions cannot include any part of the solution; they must only guide the other partner's thinking

Example

1. I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I?

Hint: This riddle relies on tricking you into thinking about ears and a mouth. You get a tiny hint about wind to encourage you to think broadly and avoid the literal.

Solution: An echo

Partner I: I speak without a mouth and hear without ears. I have no body, but I come alive with wind. What am I?

Partner II: A whistle!

Partner I: I like the thinking, but not quite. A whistle has a body. What can happen when there is wind?

Partner II: A tornado? Things blow over?

Partner I: Yes, and what else can happen? What if I am walking through a tunnel?

Partner II: The wind could echo? The wind could whistle through the tunnel?

Partner I: Yes, you are getting close. What if I say something while in a tunnel? What happens?

Partner II: Your voice will carry.

Partner I: Yes, and what happens when that voice bounces off the tunnel walls?

Partner II: An echo!

Your Turn—Time to Practice!

This version does not have the riddles for the activity, as it is just a sample.

^{††} Pennington, M. (2021, July 16). 27 of the Hardest Riddles Ever. Can You Solve Them? Retrieved from Reader's Digest: <https://www.rd.com/list/challenging-riddles/>

REFLECTION

What was it like to ask the questions? What was it like to receive the questions?

Did either person get frustrated? What happens when there are frustrations? How do you handle that?

Did anyone get stuck asking or answering questions? How do you handle that? What if the person is unwilling to answer?

What role does patience play in the process of asking questions?

As the person asking the questions, how can you offer encouragement while continuing to ask questions?

What lessons from this activity can you apply to your work with students?