



Otago Medical School
Te Kura Hauora o Ōtākou



Effective Questioning

OMS Online Teaching and Learning Session

Facilitators: Louise Beckingsale, Jon Cornwall, Tehmina Gladman, Joy Rudland
6 April 2022

1

Karakia Timatanga

Kia tau te Rangimarie
May the peace
O te Rangi e tu iho nei
Of the Sky above
O Papatuanuku e takoto nei
Of the Earth below
O te Taiao e awhi nei
And of the all embracing Universe
Ki runga i a matou
Rest upon us all
Tihei Mauriora!
Behold it is Life!

2

Objectives

By the end of the session you will:

- Understand the value and purpose of questions
- Describe, with examples, different types of questioning techniques
- Describe techniques to encourage student response to questions

Plan for the next 50 mins: bit of me talking, mentimeter, break out room – small group task, debrief the breakout rooms, bit more of me talking, time to questions, summary

Any questions – pop them in the chat (thanks Tehmina)

3

When working with students/ learners, what challenges you the most about asking them questions?

4



How many questions does a 4 year old ask every day?

- Lost art of asking (curious) questions
- The environment changes to curb that natural enthusiasm for asking questions

5

Why do you ask students questions?

6

Go to www.menti.com and use the code 6009 4124

Why do you ask students questions?

- to check their understanding
- to help them think about the topic
- To find out what they know so far and what they want to know
- to make them think
- To see if they are understanding the content
- In order to engage them in the session
- To see if they are keeping up with my logic and knowledge
- clarification
- To test knowledge level of class
- to keep them involved
- To stimulate their thinking
- To assist the comprehension of material

7

Purpose of questioning

- Promote discussion/engagement
- Increase understanding
- Establish what they know
- Encourage deeper thought
- Clarify mis-understanding
- Stimulate curiosity
- Did they do the homework?!
- Keep them engaged/attentive
- Keep them on their toes
- Keep them awake
- Communication skill
- Wellbeing
- Patient safety
- Understand who they are
- Aid decision making
- Posturing

Questions create connection

8

Activity (Part 1)

1 minute

Individually think of one question you often ask your learners, jot on paper

Questions open the door to possibilities

9

Bloom's Taxonomy of Learning

Describes levels of learning
How well someone knows something

- CREATING**: Putting information together in an innovative way
- EVALUATING**: Making judgements based on a set of guidelines
- ANALYZING**: Breaking the concept into parts and understand how each part is related to one another
- APPLYING**: Use the knowledge gained in new ways
- UNDERSTANDING**: Making sense of the material you have learned
- REMEMBERING**: Recalling relevant knowledge from long term memory

10

Bloom Taxonomy Action verbs and Activities

<p>REMEMBER</p> <ul style="list-style-type: none"> recall identify define list 	<p>UNDERSTAND</p> <ul style="list-style-type: none"> explain illustrate give example match classify summarize restate organize produce demonstrate use 	<p>APPLY</p> <ul style="list-style-type: none"> choose dramatize explain organize prepare produce sketch solve use 	<p>ANALYZE</p> <ul style="list-style-type: none"> compare differentiate distinguish point out select subdivide survey classify categorize 	<p>EVALUATE</p> <ul style="list-style-type: none"> appraise criticize defend compare judge criticize defend compare 	<p>CREATE</p> <ul style="list-style-type: none"> construct create design develop formulate hypothesize invent make up originate organize plan produce role play
---	--	--	---	--	---

Bloom's Taxonomy Action Verbs and Activities by Jada Lohkamp is licensed under a Creative Commons Attribution-NonCommercial 4.0 International License. Adapted from: <https://files.eric.gov/fulltext/ED027400.pdf>

11

Activity (Part 2)

6 - 10 minutes

- Breakout rooms – small groups (approx. 4)
- Brief introductions – 30 seconds each (name and role in teaching and learning)
- One person in each group to be a nominated chair
- The chair is to click on the link provided in the chat box and share their screen <https://www.slideshare.net/lida-lokkanen/bloom-taxonomy-action-verbs-and-activities>
- This link will take you to the Bloom's chart I've just shown so you can refer to this during the discussion
- Each person to share their 'one question you often ask your learner'
- As a group classify each question according to Bloom's Taxonomy and discuss – was the question pitched at the level of learning you had intended?

12

Level	Sample stem questions
Remembering	Who? Where? Which one? What? How much? How many?
Understanding	What does this mean? What seems to be the...? Can you clarify?
Applying	How would you explain? What would result...? What was the main idea?
Analyzing	What do you see as other possible outcomes? What is the function of...? How is... similar to...?
Evaluating	How effective are? What do you think about...? Is there a better solution to...?
Creating	Can you design a... to...? Can you see a possible solution to...? How would you test...?

13

Funneling Approach



Tell me about gall stone disease? (open)
 Name the ways that gall stones can cause disease in patients? (closed/recall)
 Explain how gall stones cause pancreatitis? (process)

Our natural instinct is to say something not ask something

14

Socratic questioning

- Dialogue between teacher and learner
- Disciplined and thoughtful
 - Clarifying
 - Probing assumptions
 - Probing reasoning
 - Differing perspectives
 - Considering consequences
- Develops deeper/ higher level thinking
- Can support cognitive restructuring
- Develops questioning skills



One of the best known teaching tools to engage students in higher level thinking

15

Socratic Questioning

Clarification Questions	Tell me about your client's condition/problems/needs What are the most important client/family/community problems? Why?
Questions to Probe Assumptions	You seem to be assuming that your client's responses are due to _____. Tell me more about your thinking here. On what data have you based your decisions? Why? Your decisions about this client/family/community are based on your assumptions that _____. Is this always the case? Why or why not?
Questions to Probe Reasons	How do you know that _____? What are other possible reasons for _____? Tell me why? What would do if _____? Why?
Questions on Differing Perspectives	What are other possibilities? Alternatives? How might the client/family view this situation? Does anyone view this differently? (in the clinical group) Why? Tell me about different interventions that might be possible and why each one would be appropriate?
Questions on Consequences	If this occurs, what would you expect to happen next? Why? What are the consequences of each of these possible approaches? What would you do in this situation and why?

16

How long do you usually wait, after asking a question, before you step in?

- 0 – 5 SECONDS
- 6 – 10 SECONDS
- 11 – 15 SECONDS
- 16 – 20 SECONDS

- A
- B
- C
- D

17

Responding to questions



18

Responding to questions

- Wait time/silence
- Immediate feedback – encouragement
- Redirecting – sharing the load
- Reflecting – you are listening
- Perception checking – checking your understanding - "what I think you are saying is"
- Re/para phrasing – your own words, take it up a notch - "Ok, so you think it is an x"
- Acknowledge unknown – OK to say you don't know

Pause and pause again

19

When working with students/ learners, what challenges you the most about asking them questions?

What questions/ insights do you have?

20

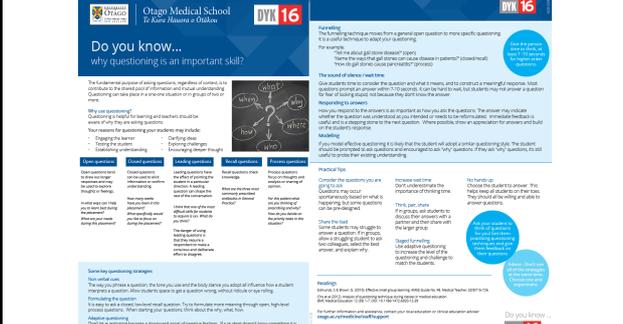
Objectives

By the end of the session you will:

- Understand the value and purpose of questions
- Describe, with examples, different types of questioning techniques
- Describe techniques to encourage student response to questions



21



22

Bibliography

- Aguirre, S. (2018). *The Power of Questions*. <https://www.youtube.com/watch?v=5K842eXNfEI>
- Anderson, L. W. and Krathwohl, D. R., et al (Eds.) (2001) *A Taxonomy for Learning, Teaching, and Assessing: A Revision of Bloom's Taxonomy of Educational Objectives*. Allyn & Bacon, Boston, MA (Pearson Education Group)
- Bloom, B.S. and Krathwohl, D. R. (1956). *Taxonomy of Educational Objectives: The Classification of Educational Goals. Handbook I: Cognitive Domain*. NY, NY: Longmans, Green
- Cho, Y H et al. (2012). *Analysis of questioning technique during classes in medical education*. BMC Medical Education 12:39
- Kost, A., & Chen, F. M. (2015). *Socrates was not a pimp: Changing the paradigm of questioning in medical education*. Academic Medicine, 90(1), 20-24. doi:10.1097/acm.0000000000000446
- Pihl, M. (2000). *Learning to Think: Thinking to Learn: Models and Strategies to Develop a Classroom Culture of Thinking*. Cheltenham, Vic.: Hawker Brownlow.
- Rischer, K. (2017). *Socratic Questions Students Must Be Asked Each Clinical to Think More Like a Nurse*. <https://www.kallm.com/2017/02/socratic-questions/>
- Tofade, T, Eisner J, Haines, S. (2013). *Best Practice Strategies for Effective Use of Questions as a Teaching Tool*. American Journal of Pharmaceutical Education, 77 (7) 155.
- Vogler, K.E. (2005). *Improve your verbal questioning*. The Clearing House. Vol 79 No 2 Page 98.
- University of Ottawa. (2018). *Do you know...why questioning is an important skill?* <https://www.ottawa.ca/nz/medicine/staff/resources/index.html>

23