Questioning Strategies

PURPOSE OF THE STRATEGY

Questioning strategies can and should be used for the purposes of teaching and assessment. Questions become the intellectual tools by which teachers elicit a desired behavior of their students. Embedded within the teacher's questions are the cues for the cognitive task or objective that the student is to perform (Davis & Tingley, 1967.) Asking the right questions makes teaching more powerful and effective as there is a direct relationship between the level of thinking inherent in the teacher's verbal behavior and that of their students (Measel & Mood, 1972.) When teachers ask questions that require divergent thinking, students in turn respond with divergent thinking (Gallahe & Ashner, 1963) and score higher on tests of critical thinking and standardized achievement tests (Newton, 1978; Redfield & Rousseau, 1981.) Questions can be asked before, during and after reading. Some questioning strategies include Socratic Questions, Question-Answer-Relationships (QARS), ReQuest (reciprocal questioning), Bloom's Taxonomy, Operations of Intelligent Behavior, and Cognitive Enhancement.

BLOOM'S TAXONOMY

Bloom's taxonomy can be used to create questions that help students to discover what they know and comprehend about a given topic. It also allows them to use higher order thinking skills to answer questions that require them to apply, analyze, synthesize, and evaluate information.

EXAMPLES:

Knowledge: defines, describes, identifies, knows, labels, lists, matches, names, outlines, recalls, recognizes, reproduces, selects, states.

Comprehension: comprehends, converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, interprets, paraphrases, predicts, rewrites, summarizes, translates.

Application: applies, changes, computes, constructs, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.

Analysis: analyzes, breaks down, compares, contrasts, diagrams, deconstructs, differentiates, discriminates, distinguishes,
identifies, illustrates, infers, outlines, relates, selects, separates.

**Synthesis:** categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.

**Evaluation:** appraises, compares, concludes, contrasts, criticizes, critiques, defends, describes, discriminates, evaluates, explains, interprets, justifies, relates, summarizes, supports.

**ASSESSMENT**

Participation, clarity of response, ability to comprehend, and formulation all indicate students' understanding of questioning strategies.
Bloom’s Taxonomy

Knowledge:
Name the main characters and setting of the story in *Out of the Dust*.

Comprehension:
Explain why Billie Jo blames both herself and her father for her mother and brother’s deaths.

Application:
Predict what would have happened had Billie Jo not met that man on the train.

Analysis:
Compare the poems “On Stage” (pg 13-14) and “The Piano Player” (pg 134-135).

Synthesis:
Write a poem about an event in your life using a similar style to that used by Karen Hesse.

Evaluation:
Evaluate why living in the Dust Bowl is such a part of Billie Jo’s identity and how she might be different had she lived somewhere else her whole life.