

Having a questioning attitude.

**Developing strategies to produce
needed data. Finding problems to solve.**

7. QUESTIONING AND POSING PROBLEMS

How do you know?

QUESTIONING WITH INTENTION

UNPRODUCTIVE QUESTIONS:

1. Verification questions the answers to that are already known to you or to the student:

“What is the name of.....?”

“How many times did you?”

QUESTIONING WITH INTENTION

UNPRODUCTIVE QUESTIONS:

2. Closed questions that can be answered
"no" , or "I can".

"yes",

“Can you recite the poem?”

“Can you tell us the name of?”

“Who can remember.....?”

QUESTIONING WITH INTENTION

UNPRODUCTIVE QUESTIONS:

3. Rhetorical questions in which the answer is given within the question:

- ✓ "In what year was the War of 1812?"
- ✓ "Since when has Mikhail Gorbachev had his birth mark?"
- ✓ "So how much is 3 x 4: twelve. OK?"
- ✓ "Who can name the three basic parts of a plant? Root, stems and leaves, right?"

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QUESTIONING WITH INTENTION

UNPRODUCTIVE QUESTIONS:

4. Defensive questions that cause justification, resistance and self-protection:

- ✓ "Why didn't you complete your homework?"
- ✓ "Why would you do a thing like that?"
- ✓ "Are you misbehaving again?"

QUESTIONING WITH INTENTION

UNPRODUCTIVE QUESTIONS:

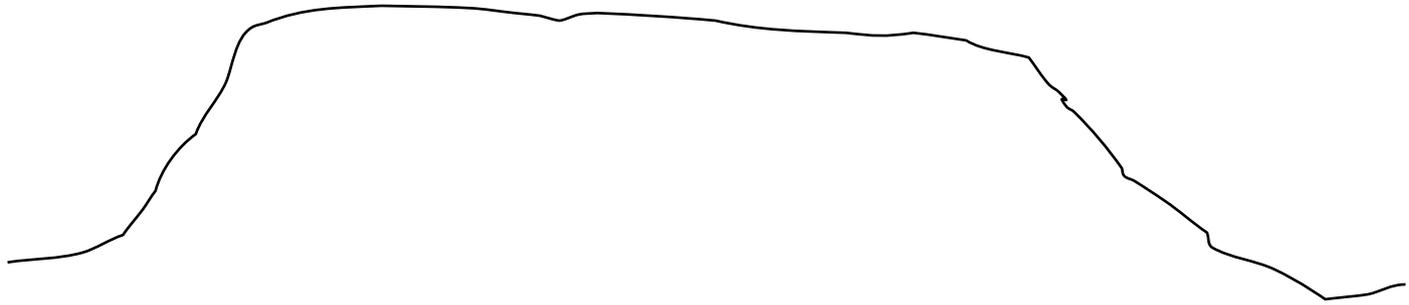
5. Agreement questions the intent of which is to seek agreement with your opinion or answer

- ✓ "This is really the best solution, isn't it?"
- ✓ "Let's do it my way, O. K.?"
- ✓ "We really should get started now, shouldn't we?"

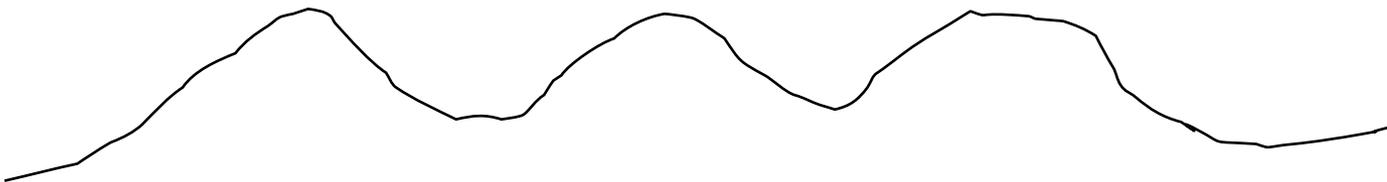
☺ QUESTIONING WITH INTENTION:

1. Are invitational:
Approachable voice,
Plurals,
Tentativeness,
Invitational stems
2. Positive presuppositions
3. Complex levels

A Credible Voice



An Approachable Voice



THINK OF A QUESTION YOU
ASKED OR WERE ASKED IN
THE PAST FEW DAYS. WRITE
IT DOWN. BE PREPARED TO
REMODEL IT WITH EACH
ADDITIONAL CRITERIA.

PLURALS

"What are some of your goals?"

"What ideas do you have?"

"What outcomes do you seek?"

"What alternatives are you considering?"

TENTATIVENESS

“What might be some factors that would cause.....?”

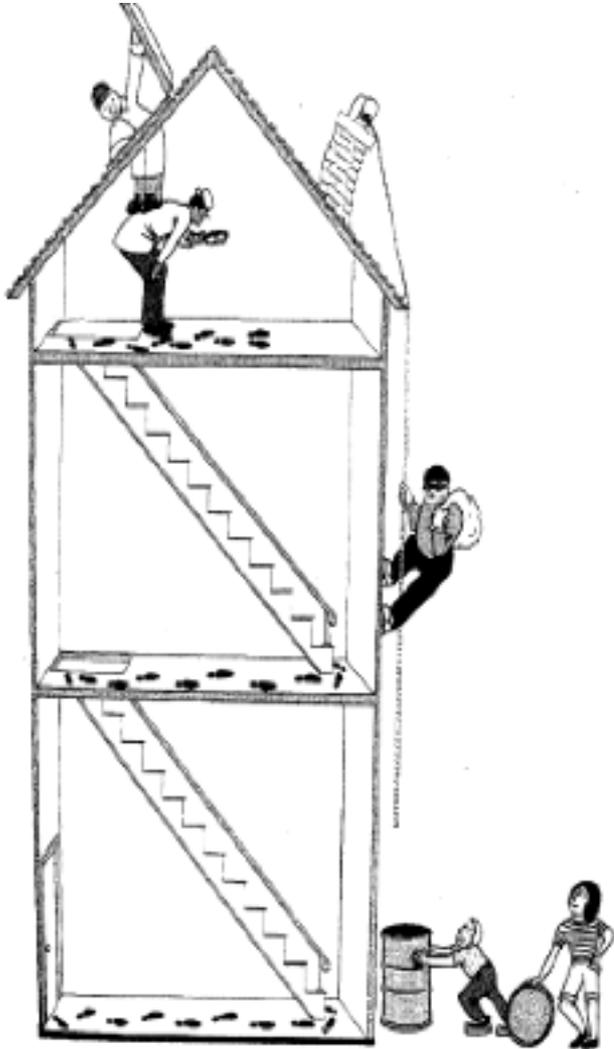
“In what other ways could you solve this problem?”

“What hunches do you have that may explain this situation?”

INVITATIONAL STEMS:

- ✓ “As you recall....”
- ✓ “As you anticipate.....”
- ✓ “As you envision.....”
- ✓ “Given what you know about.....”

The Three Story Intellect



There are one-story intellects, two story intellects, and three-story intellects with skylights. All fact collectors, who have no aim beyond their facts, are one-story men.

Two-story men compare, reason, generalize, using the labors of the fact collectors as well as their own.

Three-story men idealize, imagine, predict-- their best illumination comes from above, through the skylight.

Oliver Wendell Holmes

The Three Story Intellect



Complete	Identify	Observe	Input
Count	List	Recite	
Define	Match	Select	
Describe	Name	Scan	

The Three Story Intellect



Compare	Distinguish	Analyze	Process
Contrast	Explain	Synthesize	
Classify	Infer	Make analogies	
Sort	Sequence	Reason	
Complete	Identify	Observe	Input
Count	List	Recite	
Define	Match	Select	
Describe	Name	Scan	

The Three Story Intellect



Evaluate	Predict	Hypothesize	Output
Generate	Speculate	Forecast	
Imagine	If/then	Idealize	
Judge	Apply a principle		
Compare	Distinguish	Analyze	Process
Contrast	Explain	Synthesize	
Classify	Infer	Make analogies	
Sort	Sequence	Reason	
Complete	Identify	Observe	Input
Count	List	Recite	
Define	Match	Select	
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PRESUPPOSITIONS:

Hidden meanings below the surface of language.

For example:

“Even Mary could get a passing grade in that class.”



LIMITING PRESUPPOSITIONS

- ✓ "DO YOU HAVE AN OBJECTIVE?"
- ✓ "WHY WERE YOU UNSUCCESSFUL?"
- ✓ "IF ONLY YOU HAD LISTENED."



EMPOWERING PRESUPPOSITIONS

“WHAT ARE SOME OF THE
GOALS THAT YOU HAVE IN
MIND FOR THIS MEETING?”

EMPOWERING PRESUPPOSITIONS

"AS YOU CONSIDER YOUR
ALTERNATIVES WHAT
SEEMS MOST PROMISING?"



EMPOWERING PRESUPPOSITIONS

“WHAT PERSONAL LEARNINGS OR
INSIGHTS WILL YOU CARRY
FORWARD TO FUTURE
SITUATIONS?”

PRESUPPOSITIONS

1. Did you forget to do your assignment again?

2. Why don't you like to paint?

3. Do think the others will find your idea interesting?

4. When will you grow up?

5. Here, I'll give you and easier puzzle, then you'll be successful.

What do these examples have in common?

1. As you plan for your assignment, what materials will you need?

2. We need to add your painting to our gallery of outstanding artists.

3. What is it about these ideas that others might find so interesting?

4. How can we use this experience to learn other ways to solve such problems?

5. As the puzzles get more difficult, how will you use planning like this again?

What do these examples have in common?

**IN YOUR GROUPS, COMPOSE POSSIBLE
QUESTIONS THAT WILL TEST FOR
UNDERSTANDING**

Enter the questions in [TodaysMeet](#)

STRATEGIES FOR GETTING STUDENTS TO ASK GOOD QUESTIONS