

The Power of Questioning

Cline, Brandon. "The Power of Questioning." *Asking Effective Questions - Chicago Center for Teaching*. N.p., n.d. Web. 27 Feb. 2017. <<https://teaching.uchicago.edu/teaching-guides/asking-effective-questions/>>.

Thesis Statement: Mastering the art of questioning is something all teacher strive for. In the article “The Power of Questions”, The author stretches strong ideas about the power of questioning and its capabilities inside the classroom. In four steps Brandon Cline shows how questions motivate, stimulate, asses student understanding, and guide discussions. The article presents four steps to help improve question techniques.

- I. Thesis Statement: Mastering the art of questioning is something all teacher strive for. In the article “The Power of Questions”, The author stretches strong ideas about the power of questioning and its capabilities inside the classroom. In four steps Brandon Cline shows how questions motivate, stimulate, asses student understanding, and guide discussions. The article presents four steps to help improve question techniques:
 - A. Performing a question asking audit
 - B. Build a question asking tool kit
 - C. Cultivate your question asking style
 - D. Refining your technique.
- II. First of all, the author talks about become aware of the overall question technique of the classroom currently being used.
 - A. Ask a colleague to observe your questioning, or record questions and write down the questions asked.
 - It’s difficult to reflect on a teaching style while teaching.
 - The importance of recognize what type of questions students are used to.
 - B. Categorize the questions according to Bloom’s taxonomy
 - Use the results to evaluate the diversity and balance of your questioning.
 - helps measure the development of your technique.
- III. Second, the author suggests building a question asking tool kit.
 - A. How to Categories the questions in the tool kit.
 - Knowledge
 - Comprehension
 - Application
 - Analysis
 - Synthesis
 - Evaluate
 - B. Tips for using tool kit
 - Make tool kit assessable
 - Use different tools
 - Choosing the best technique for the right job
- IV. Third of all, the author states that mastering questioning one must focus on what question, but also how the questions are being asked.
 - A. Phrasing and word choice
 - B. Emotional tone and non-verbal’s
 - C. Wait time
- V. Finally, the author wraps up the article by using step four: Refining your Technique
 - A. Prepare questions in advance
 - Think about the sequence of your questions
 - Debrief questioning after each class
 - B. Come up with alternative to “Are there any questions”
 - Students may feel discourage from responding
 - Student may not want to feel as if they are the only one with questions.
- VI. In conclusion, The author stretches strong ideas about the power of questioning and its capabilities inside the classroom. In four steps Brandon Cline shows how questions should motivate, stimulate, asses student understanding, and guide discussions.

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Brandon Cline, Teaching Consultant at the Chicago Center for Teaching, is the author of “The Power of Questions”. In the article, Cline uses four steps to show how asking the right questions is valuable in student learning. Cline draws focus on how to motivate, stimulate and asses using questioning. In the article, Cline also gives examples of varies questions that may be applicable for a specific situation. The author proposes these four steps for effective questioning: performing a question-asking audit, building a question-asking tool kit, cultivating your question-asking style, and refining your technique.

First of all, Cline starts by explaining how teachers tend to focus only on low-level cognitive skills such as memorization. His first step in his question technique is performing a question-asking audit. Cline, uses this to assess the questions asked in class. Cline, suggest asking a colleague or maybe evening recording a class to observe the question techniques already being used. The author, explains how important it is to self asses to first find out what is it that needs to be fixed. After self-assessing, Cline recommends using the Bloom’s taxonomy to categorize the questions. Cline, explains how using the Bloom’s taxonomy will help evaluate the diversity and balance of questions being used.

Secondly, the author suggests building a question-asking tool kit. Cline, explains that a question asking tool kit is a list of questions a teacher might want to ask their students. He explains how he categorizes his question tool kit based on the Bloom’s Taxonomy. For each lesson, Cline explains how he uses 7 categories and comes up with questions examples for each. The 7 categories include knowledge, comprehension, application, analysis, synthesis, and evaluation. These 7 categories give a different way of questioning, and a different way to asses students during a lesson. In the question tool kit Cline includes the cognitive skill for each category, with at least two predetermined questions. Cline, suggest making the question tool kit personal, come up with questions that fit the students best. The author also suggests, to keep the tool kit handy at all times. Make the tool kit easy and simple to remember, which Cline states will allow flexibility. Another thing Cline suggest is to use a lot of different questioning tools. He asserts that using a lot of different questioning tools will deepen a student’s understanding, lead discussion, and improve critical thinking.

Third of all, Cline presents the third step as cultivating your question-asking style. In this section of the article Cline focus on not only what questions are being asked, but how one is asking them. The author states how non-verbal communication, reaction time and word choice impact student learning. Factors such as voice level, facial expression, and eye contact play a major role in questioning. Cline explains how questions as simple as “What do you think?” can be linked to hostility. Cline suggest to be very aware of tone, facial expressions, and gestures when communicating to students. Another way to cultivate questions is wait time. Cline explains wait time as the amount of time a teacher waits before he or she response to a question. According to research conducted by Columbia university, when a teacher uses wait time students make their responses longer, give proofs to claims, and the classroom becomes more student directed. Lastly, in this section Cline discuss word choice. He explains how using word choice or phrases can give a transition and invite more participation. Cline

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gives the example “Charles, gives us your conclusion, please,” he creates a demand for Charles’s response. Through word choice Cline shows how to build on previous comments and encourage listening.

Finally, the author wraps up the article with how to refine the technique. Cline recommends preparing questions in advance. Effective questions can take time to perfect, brainstorming and a lot of thought go into creating the best questions. Cline explains when making question strategies think of the outcome and responses. No matter what strategy you choose it is helpful to have a plan in mind. Cline also explains that the question “Are there any questions?” is ineffective. Students may feel discouraged to respond to “Are there any questions?”. In the article Cline includes why student may feel discouraged: peer pressure, not wanting to appear inadequate, and fear of being criticized. Cline, explains by replacing that opened ended question with something more concrete, a teacher can better check for understanding.

In conclusion, mastering the art of questioning is something all teacher strive for. In four steps Brandon Cline shows how questions motivate, stimulate, check student understanding, and guide discussions. The article “The Power of Questioning,” presents four steps to help improve question techniques. Cline gives examples of how these four steps can shape a positive learning environment, and help teachers become more aware of the diversity of questions being used.