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|  | Expand your repertoire of questioning techniques to improve student learning **September 5, 2019. Session Worksheet** |

1. Select a course/class/workshop you are teaching or would like to teach in the future.

Choose a specific topic you will address in your teaching.

Topic:

2. As you think about the above topic, jot down some of the reasons you think it is important to teach that topic. What would students miss out on if you didn’t teach that topic?

3. Imagine a session/class/other in which you dedicate time to that topic. By the end of that session, what do you hope your students will be able to do/know/value? Write down some of the learning objectives (do not worry about wording these “perfectly”):

4. Keeping in mind your responses to the above questions, and with a particular topic in mind, create one or more of each:

Convergent question:

*Closed, not offering many options.*

Divergent question:

*Open, having many responses*

Question 4 continued:

If you have time, come up with a “brainstorm” question and “funnel” type question(s).

Brainstorm question:

*Questions that generate a list of ideas or viewpoints.*

Funnel questions:

*Multiple questions starting broadly and gradually leading to more focused inquiry.*

5. Refer to your handout titled “[Questions for the revised Bloom’s Taxonomy](https://1.cdn.edl.io/J0lkTcq5z4FLIFYTgF1gpWtfpNv862fAIQNaH7TCkZBQfTNG.pdf)”

Recall the topic you used when creating ‘non hierarchical’ taxonomies and imagine yourself teaching again. Write questions for the following domains.

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| **Remembering** | **Understanding** | **Applying** |
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| **Analyzing** | **Evaluating** | **Creating** |
|  |  |  |

6. Scaffolding Elaborated Feedback

Now, create a sequence of questions to scaffold the process of setting a complex and demanding question (higher on the taxonomy). Use less demanding questions to lead up to the final task. Think too about how the students could work together to build on each others’ knowledge.

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**Space for notes**

**Contact us**

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