

Phrase Your Questions Carefully

1

Purpose

Why are we asking the question?



Promote discussion, debate, inquiry or creativity



2

Target Cognition

What type of thinking do we want the learner to do?



Higher Order Thinking

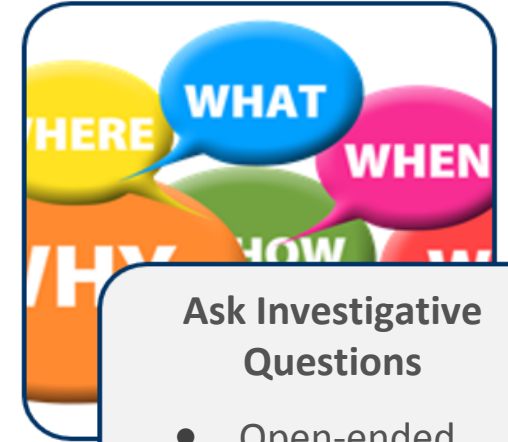
- Apply Knowledge/Skill
- Analyze or Evaluate
- Generate plans or proposals
- Creative Thinking



3

Question Type

What type of question should we ask?

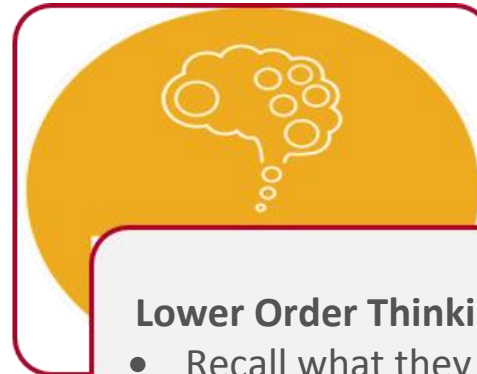


Ask Investigative Questions

- Open-ended
- Conditional
- Compound
- Conceptual
- Procedural



Check Knowledge or Confirm Comprehension



Lower Order Thinking

- Recall what they know or can do
- Demonstrate comprehension



Ask...

- Known answer questions
- Yes/No
- Short answer
- Multiple choice

Socratic Inquiry for Teaching/Learning

Questions about the Process

- How did we narrow the possibilities?
- What challenges did we encounter?
- How did we overcome these challenges?
- Did we make any errors in judgment?
- How did our colleagues' contributions help or hinder our thinking process?
- Are we asking the right questions?
- Are we framing our questions in a way that will get us to the "right answer"?

Questions about the Problem

- What kind of problem is this?
- Is there more than one problem?
- Are these problems related?
- Should we consider other possibilities?
- How should we assess and determine what's going on?
- How do we know this information is accurate? Reliable?
- What else do we need to know?

Questions about Perspectives

- How would the patient/nurse/pharmacist/case manager see this situation?
- How does my theory of the patient's situation compare with the patient's perspective?
- How can we explain the diagnosis or plan of care to the patient or patient's family to ensure participation in shared-decision making?

Questions for Prospective Learning

- Are there time or other constraints on figuring out this problem?
- Would you have done things differently now that you know the answer?
- How could we avoid errors in the future?

Next Big Thing

