

Questions About My Questions

1. Do my questions simply ask students to affirm what I have stated? For example: yada yada yada. Right?
2. Are my questions directed at everybody so that almost nobody has to answer?
3. When I direct a question to a specific student, do I call on the student after the question is asked or do I give permission for the rest of the class to "tune out" by giving a name first?
4. Do I answer my own questions?
5. Are my questions generally limited to the knowledge and comprehension level or do I really ask higher order thinking questions? How do I collect data to determine what I am really doing?
6. Do I keep track of students who are asked a question?
7. Do I let students out of responding when they say "I don't know" or do I rephrase, ask a lower level question, etc. to "keep them in the game"?
8. When I ask questions that stretch students, is my goal to impress them with my knowledge when they don't know the answer, or is it to provide a springboard from which they can learn to investigate and problem solve.
9. Is my questioning evenly distributed or directed to a select group of students or gender? How do I know?
10. When questioning a student response, do I only ask a question if the response is wrong?