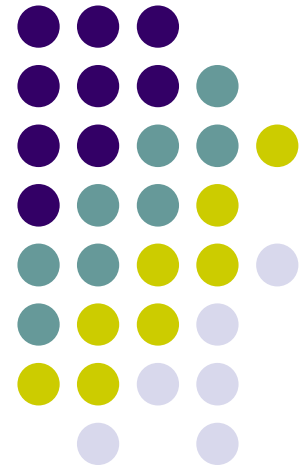
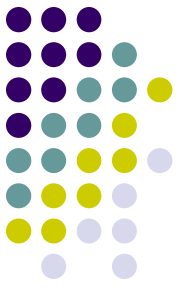


Questioning as a Tool for Effective Teaching

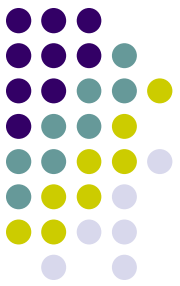




Objectives

- Discuss the concept of a hierarchy of questioning as a model of teaching and learning
- Practice the use of questioning in a supportive, non-confrontational manner
- Recognize opportunities to use questioning in various teaching settings

Case

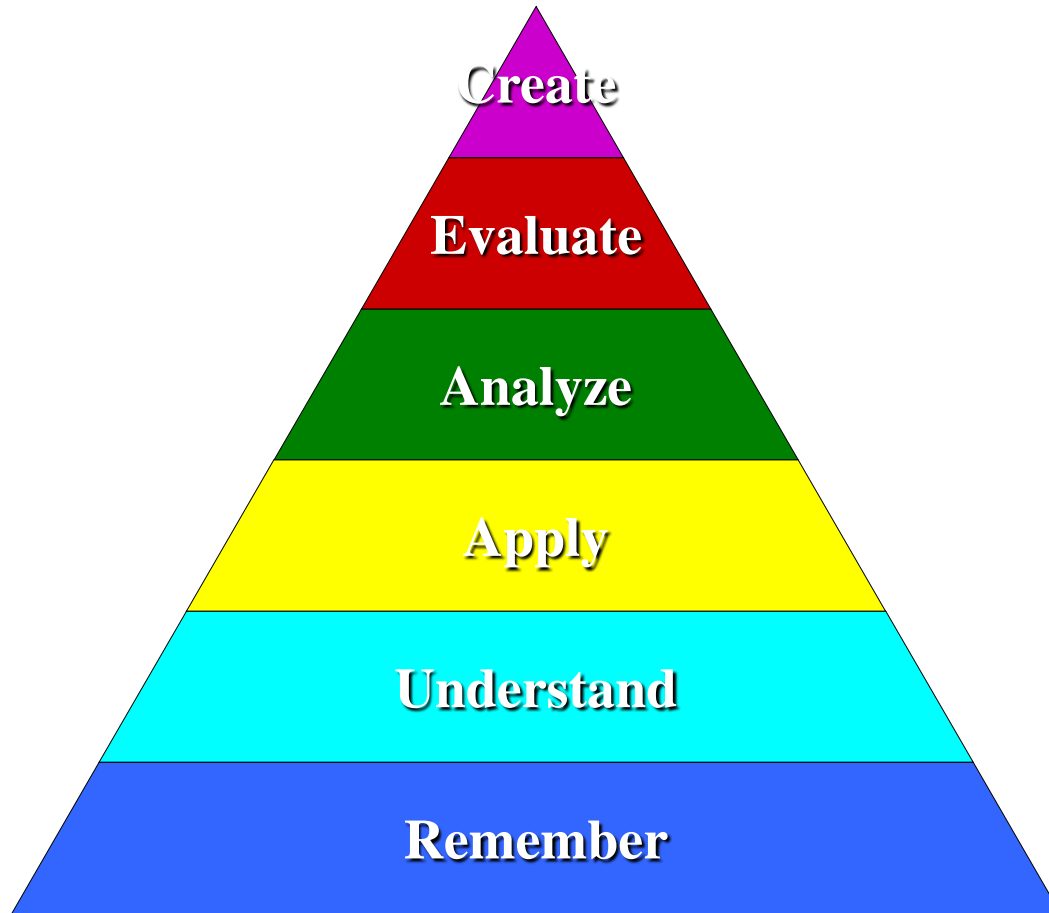
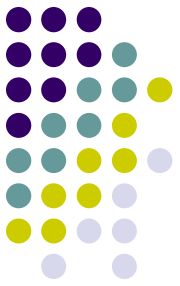


- A resident is seeing a patient at clinic and presents the following case:

I just saw a 17-year-old female presenting with pain while urinating for the past 3 days. She describes having to urinate more frequently with very little urine coming out. She's never had these symptoms before. She is afebrile, other vitals stable and there was nothing on physical exam. No other symptoms like vaginal discharge. She is sexually active with a new boyfriend, and they use condoms.

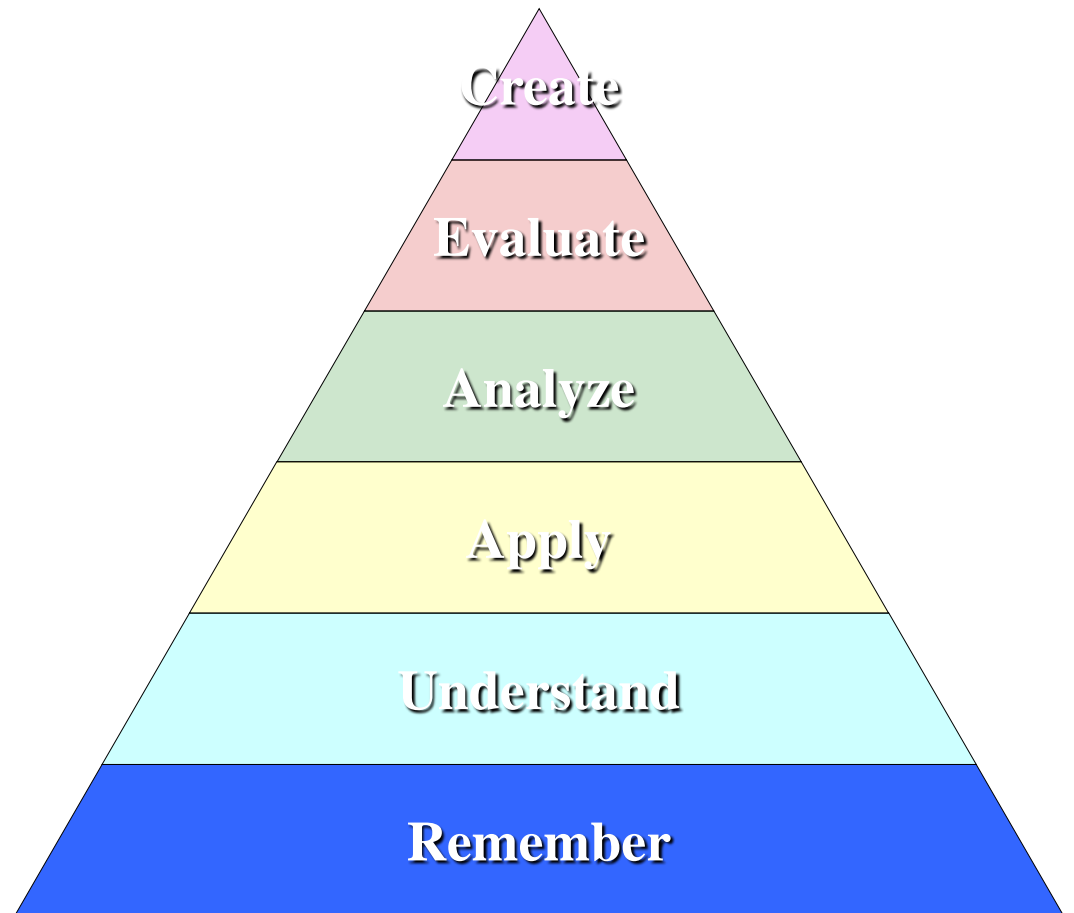
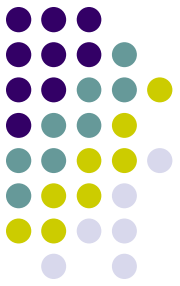
What questions would you ask the resident to gauge where his/her level of understanding lies?
(write on card)

Bloom's Taxonomy

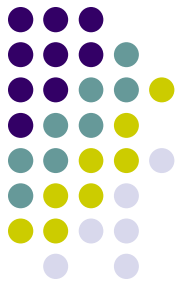


Based on revised Bloom's taxonomy.
APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)

Demo



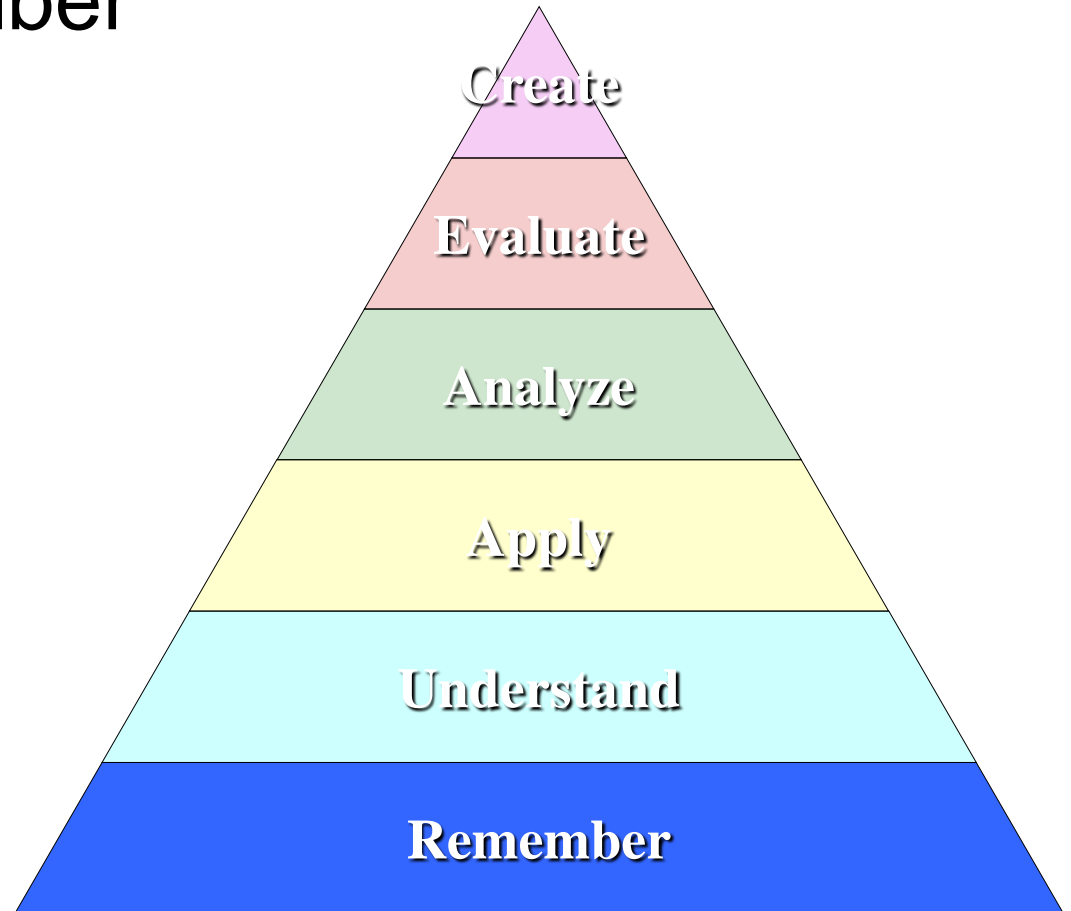
Remember



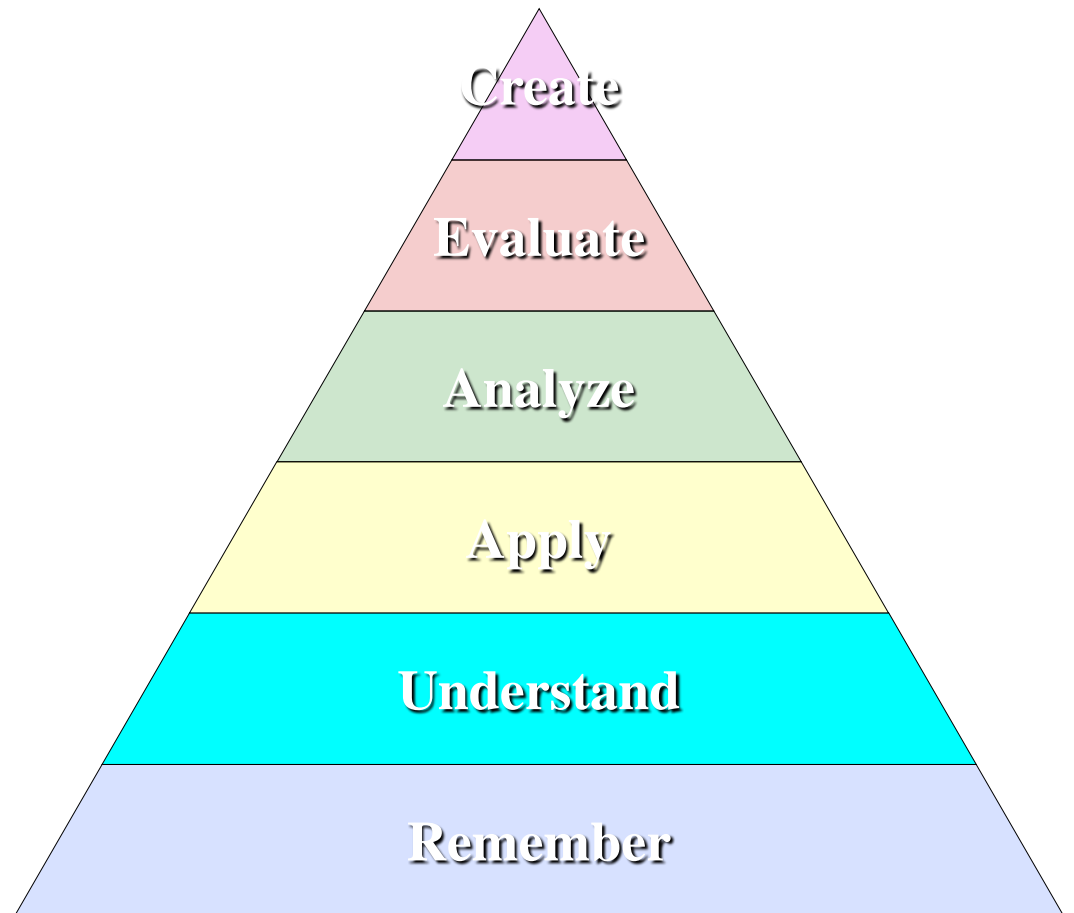
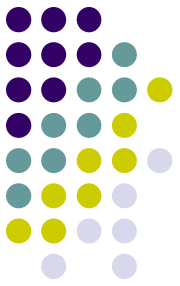
Recall or remember
the information

Examples of verbs:

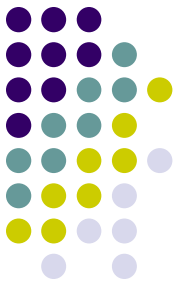
- Identify
- List
- Define
- Name
- Remember



Demo



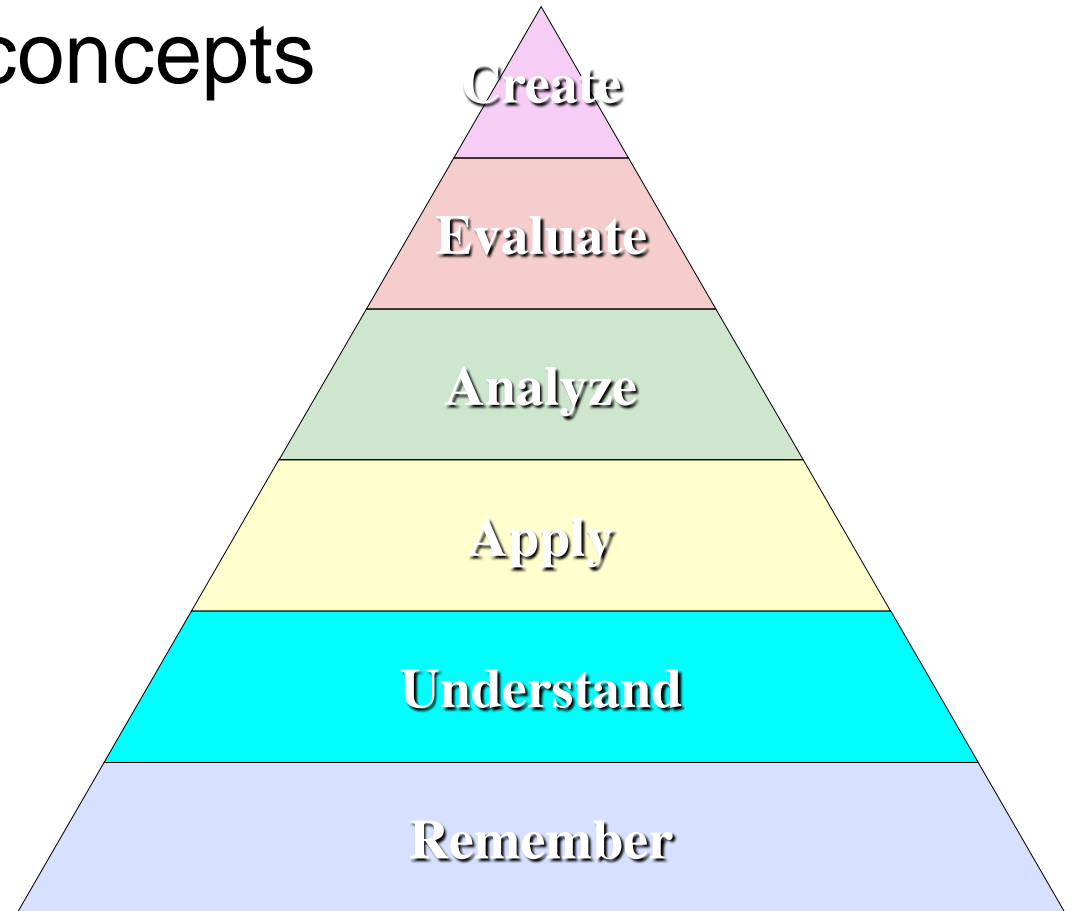
Understand



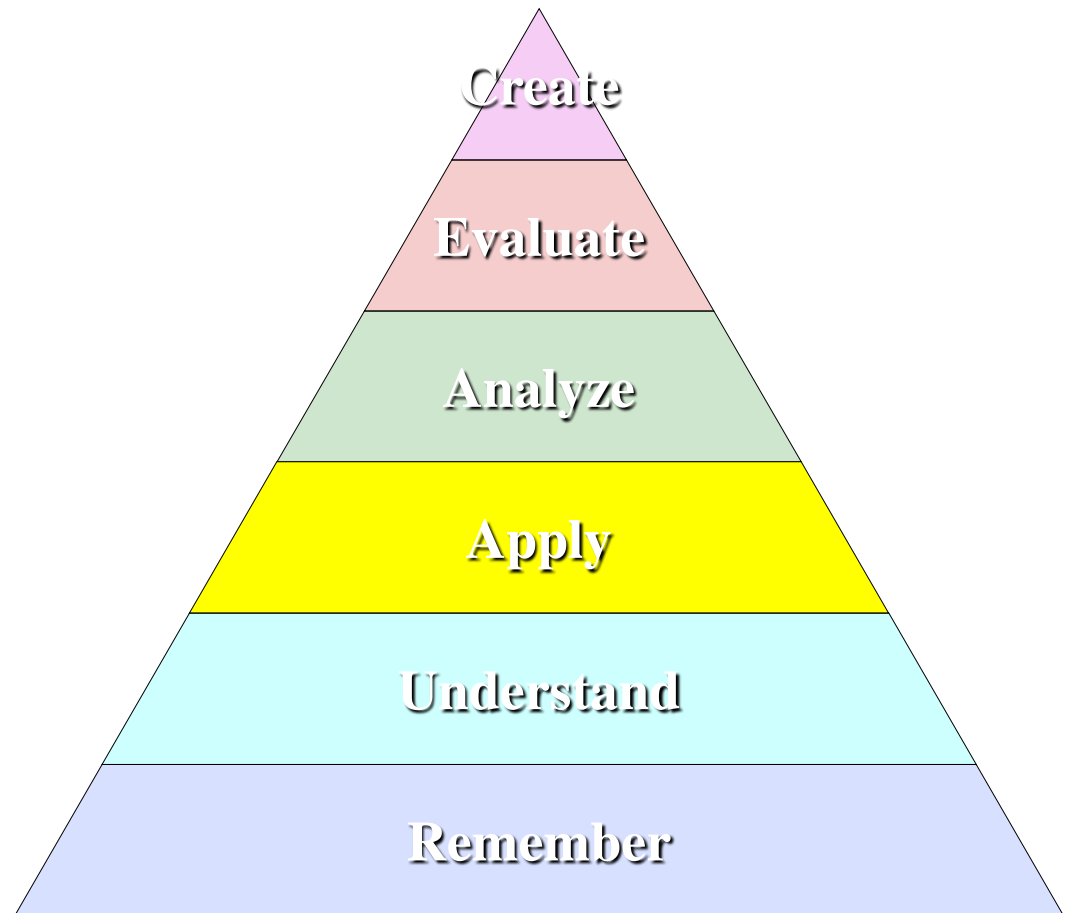
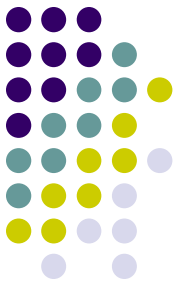
Explain ideas or concepts

Examples of verbs:

- Describe
- Give example
- Explain
- Summarize
- Discuss



Demo



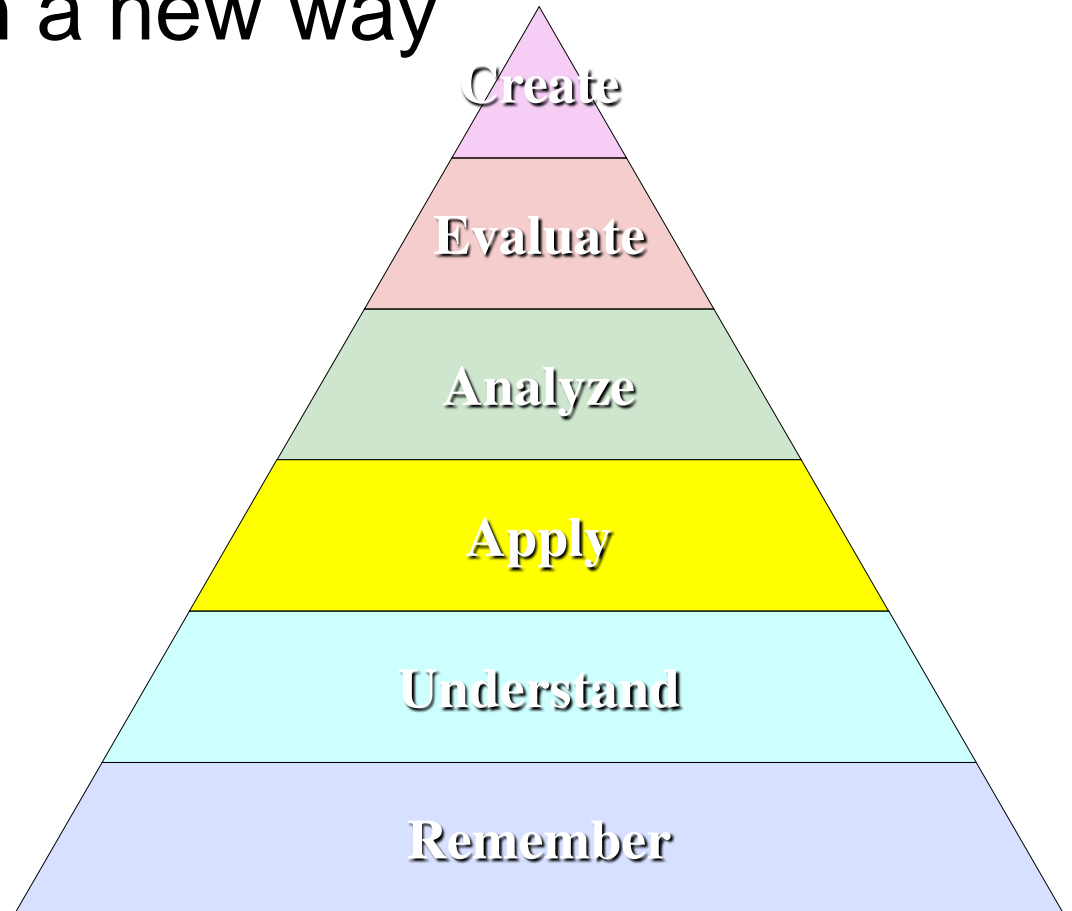
Apply



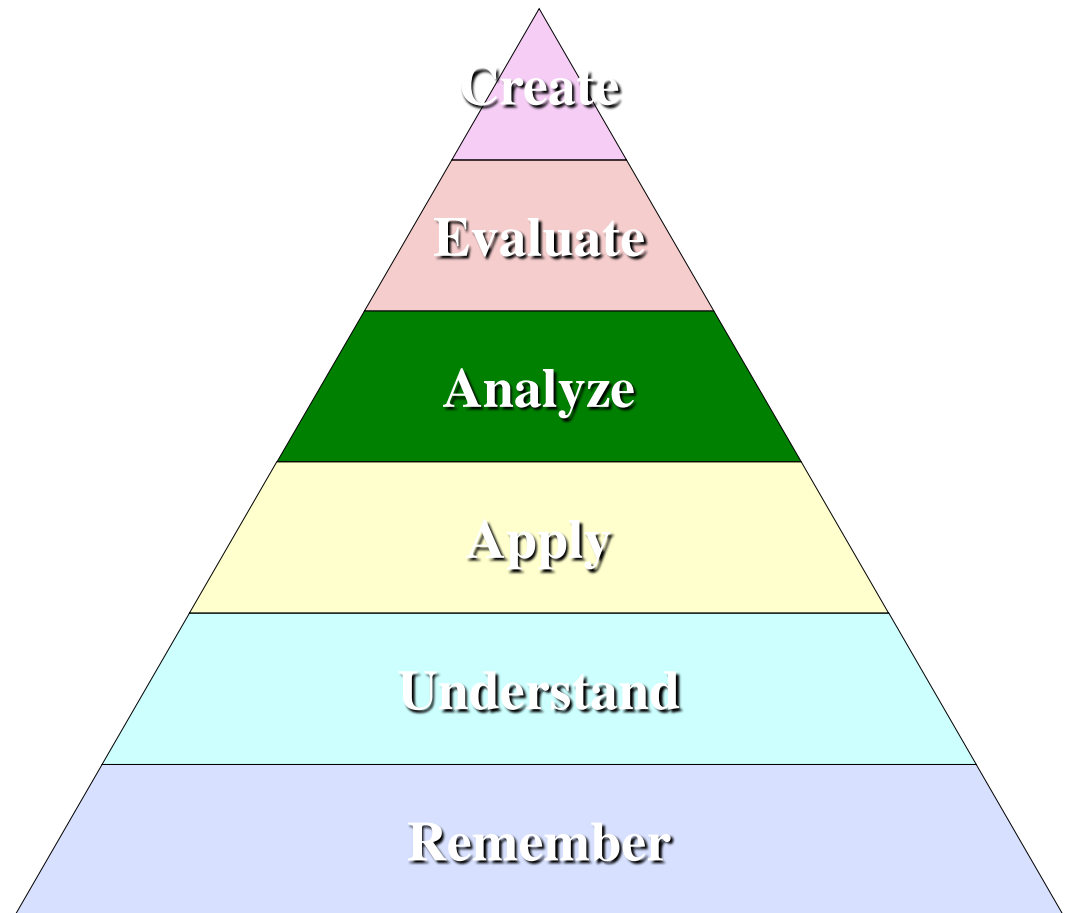
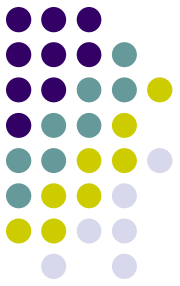
Use information in a new way

Examples of verbs:

- Confirm
- Interpret
- Apply
- Utilize
- Demonstrate



Demo



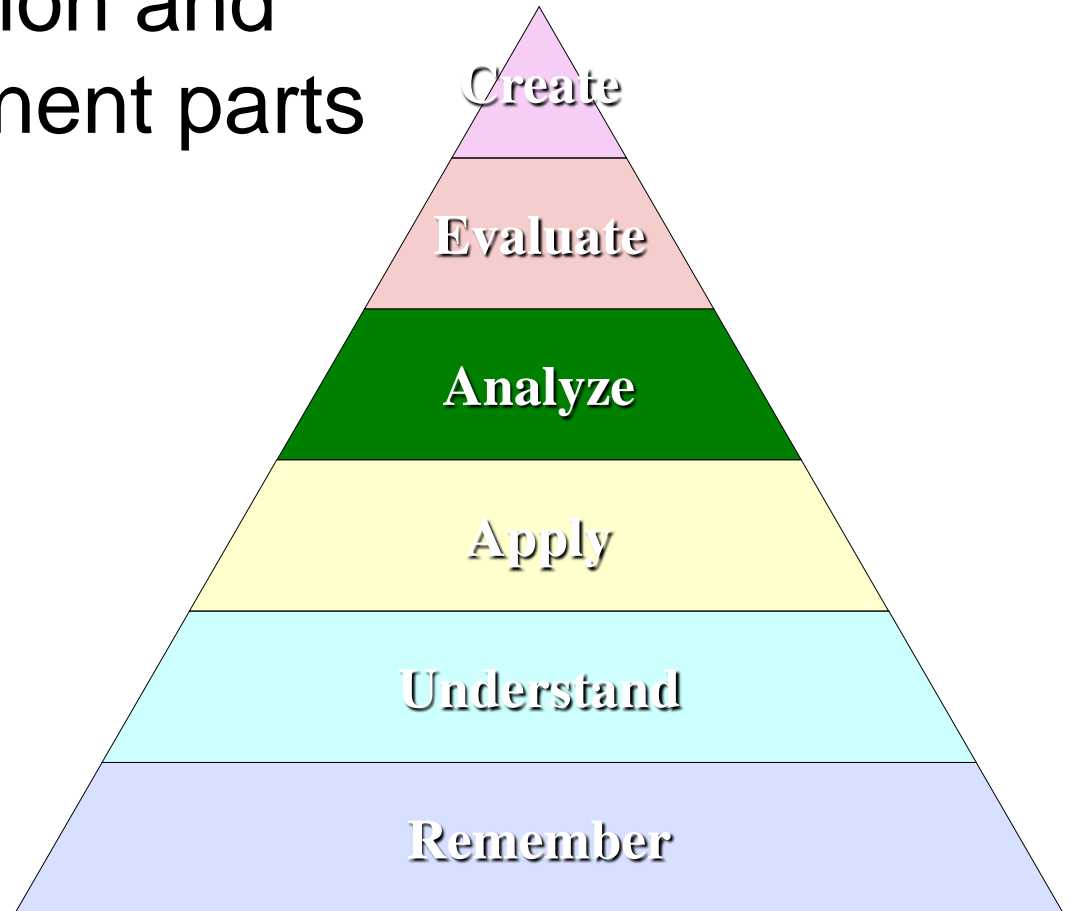


Analyze

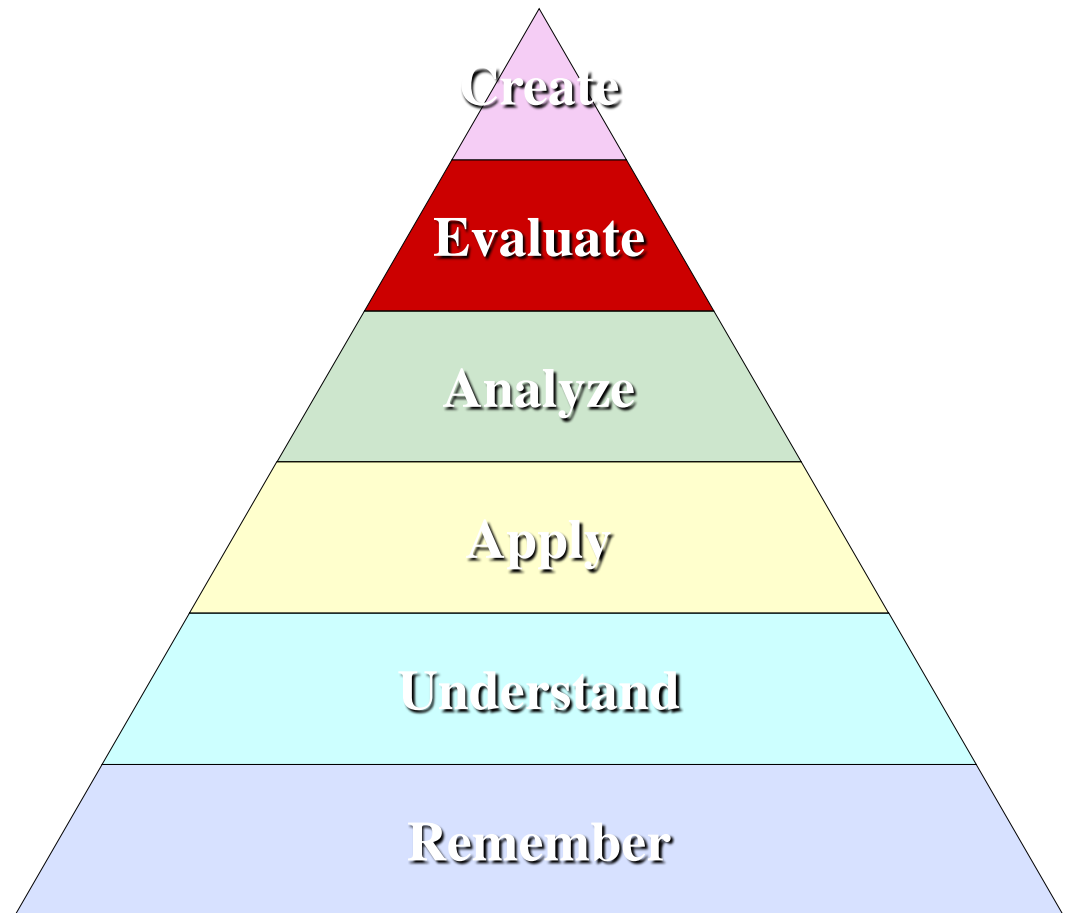
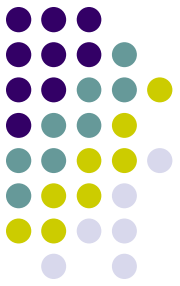
Examine information and break into component parts

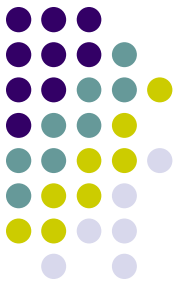
Examples of verbs:

- Distinguish
- Compare
- Differentiate
- Outline



Demo



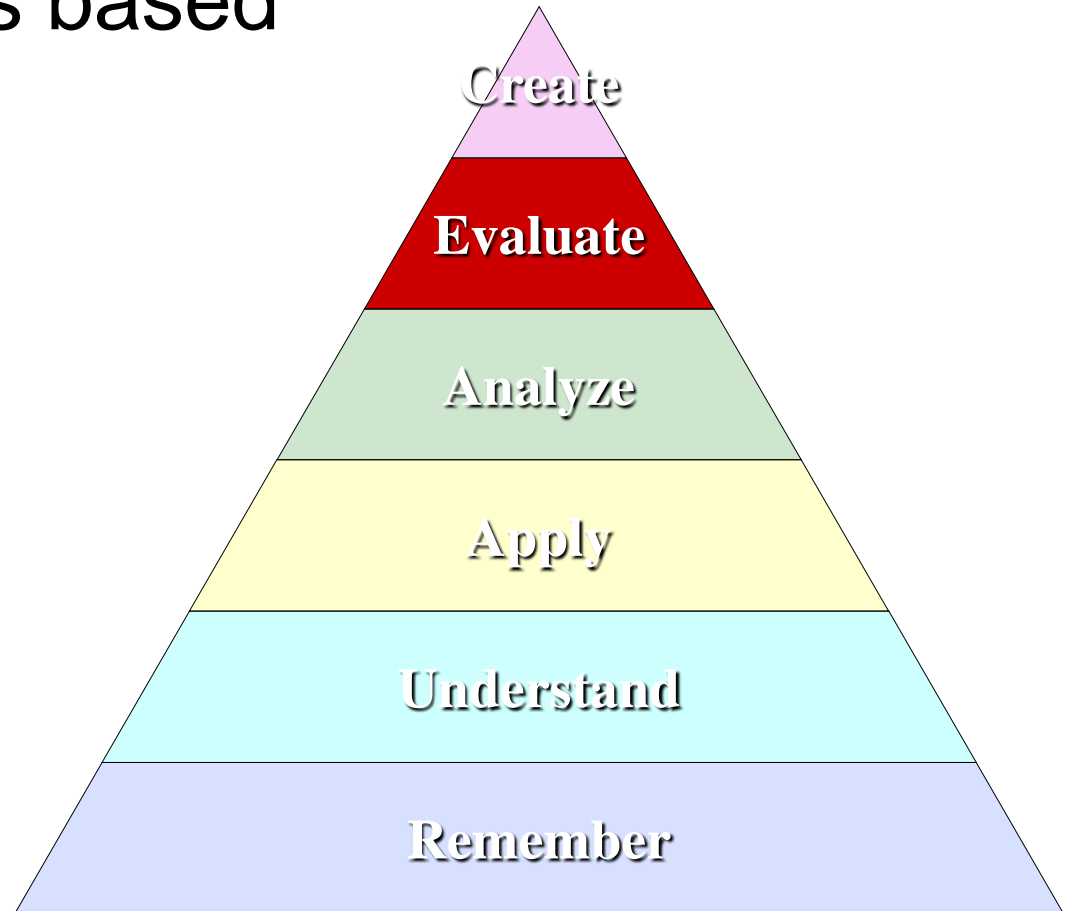


Evaluate

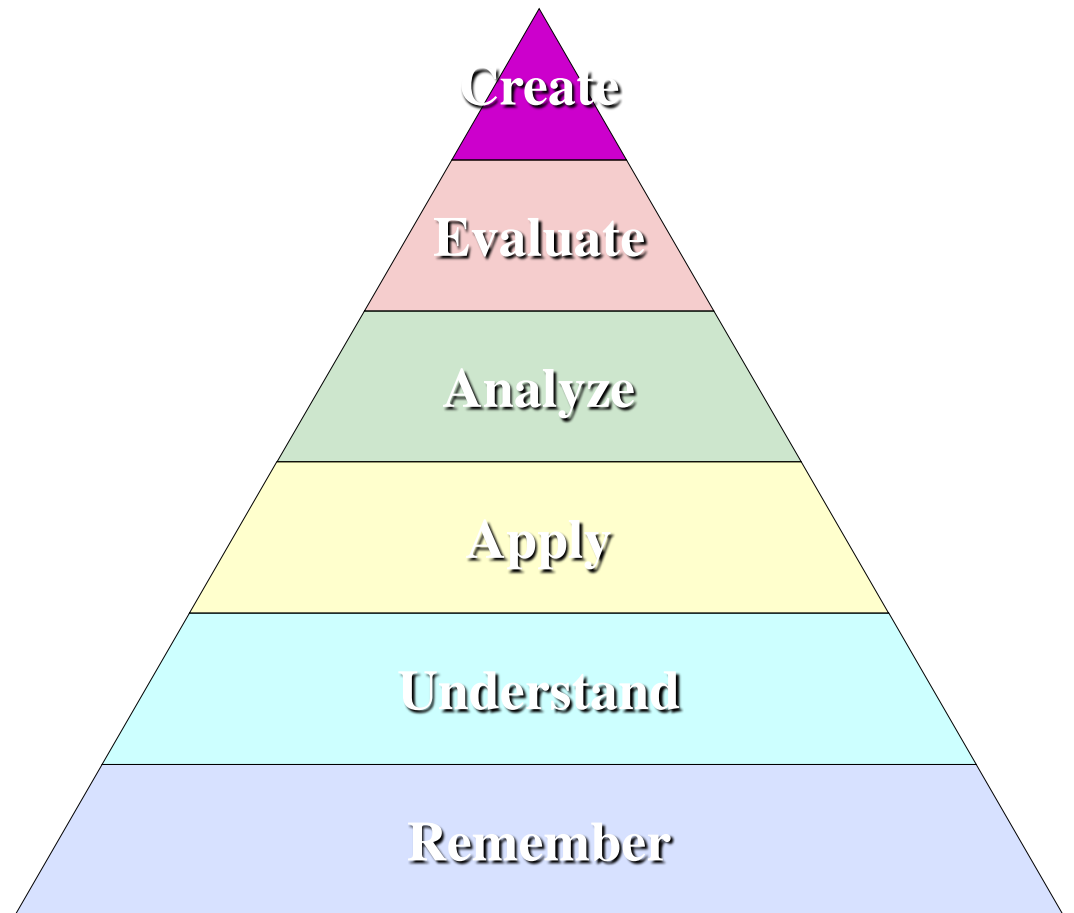
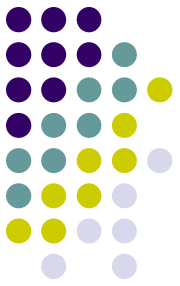
Make judgments based on criteria

Examples of verbs:

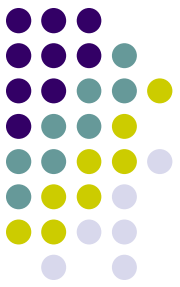
- Decide
- Justify
- Assess
- Choose



Demo



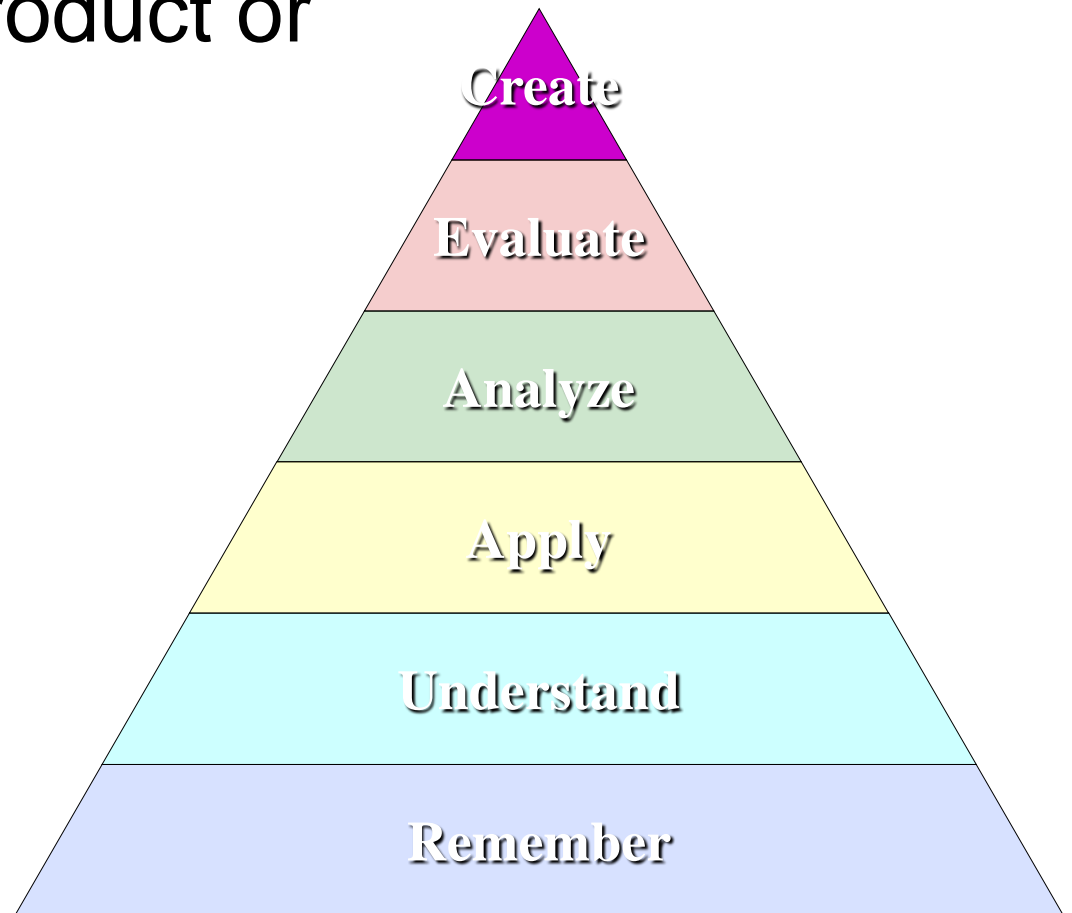
Create



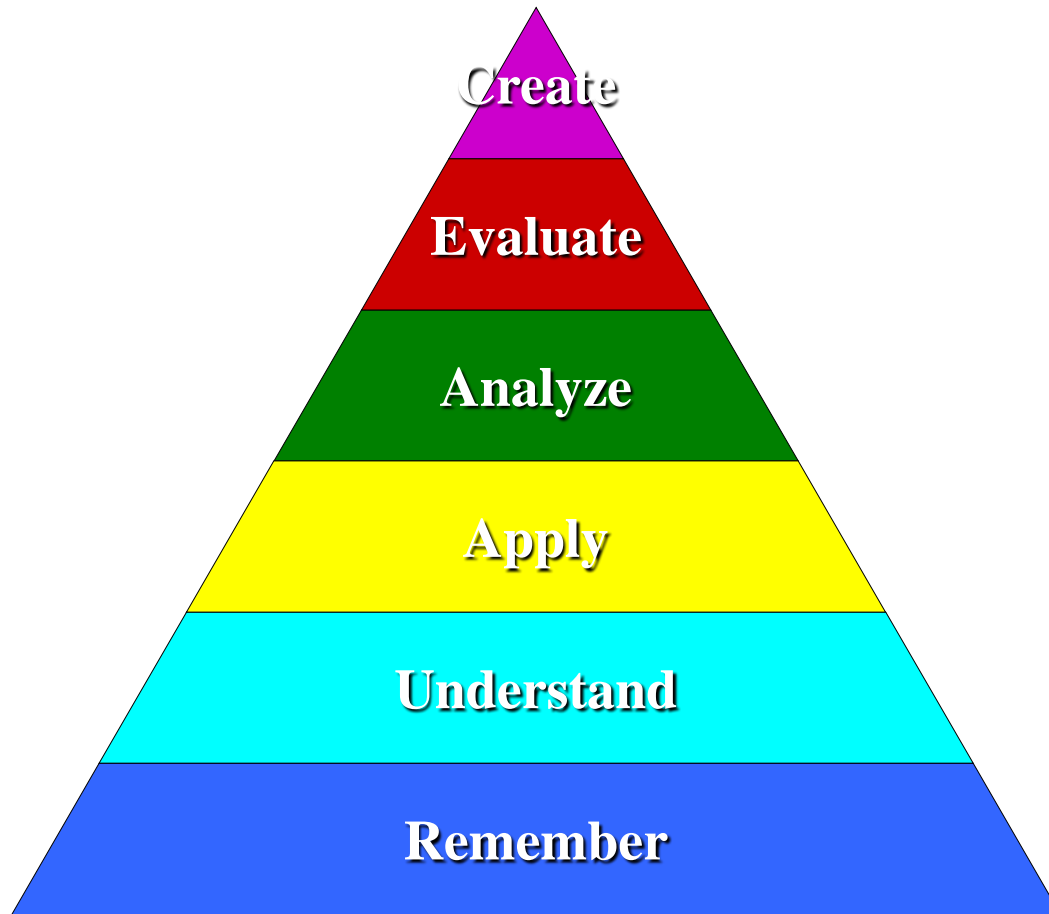
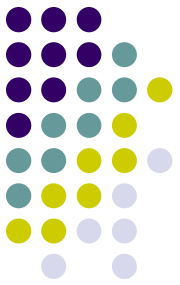
Create a new product or point of view

Examples of verbs:

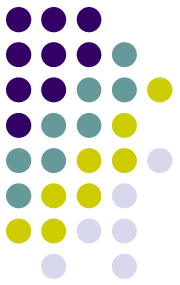
- Propose
- Role-play
- Develop
- Design
- Generate



Your Questions



Based on revised Bloom's taxonomy.
APA adaptation of Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001)



Practice Case

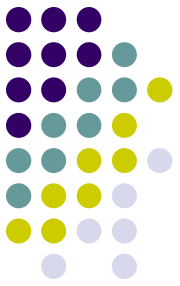
5 y.o. boy w/ hx asthma p/w coughing x4 days

You're the preceptor for a third year resident. The resident gets overwhelmed by multiple issues in a given encounter and especially flustered with any type of "pimping."

How would you approach this learner using this model of questioning to create a non-confrontational learning environment?

Breakout Groups

- Faculty Preceptor
- Resident
- Observer

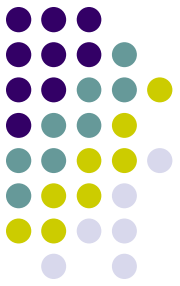




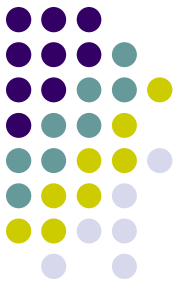
Discussion

- What were some challenges you faced while questioning?
- What was your strategy for posing questions to ensure a non-confrontational learning environment?

Questioning Tips

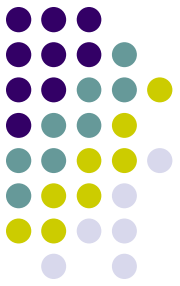


- Use open-ended or clarifying questions predominantly
- Restrict use of close-ended questions to assessing factual or baseline knowledge
- Allow time for response
- Ask learners to paraphrase what they learned
- Follow a weak answer with a clarifying question
- A challenging question can be asked in a supportive context



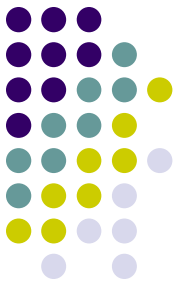
Conclusions

- Questioning can be an effective method of teaching learners at all levels
- Questioning does not have to be confrontational to be effective
- The use of questioning can help the teacher to redirect the learner and advance up the learning hierarchy



Any Questions about Questioning

?



References

- Anderson, L.W. & Krathwohl, D.R. (Eds.) (2001). *A taxonomy for learning, teaching, and assessing: A revision of Bloom's taxonomy of educational objectives*. New York: Addison Wesley Longman.
- Spencer, J. (2003). *Learning and teaching in the clinical environment*: BMJ, v. 326, p 591-4.
- http://www.apa.org/ed/new_blooms.html
- <http://www.uwsp.edu/education/lwilson/learning/quest2.htm>