COMMON TRAINING

PHASE THREE

INSTRUCTIONAL GUIDE

SECTION 4

EO M309.04 – DESCRIBE QUESTIONING TECHNIQUES

Total Time: 30 min

PREPARATION

PRE-LESSON INSTRUCTIONS

Resources needed for the delivery of this lesson are listed in the lesson specification located in A-CR-CCP-603/PG-001, Chapter 4. Specific uses for said resources are identified throughout the instructional guide within the TP for which they are required.

Review the lesson content and become familiar with the material prior to delivering the lesson.

Arrange for officers or senior cadets to assist in conducting the activity and recording data regarding the cadets' performance.

Review the activity instructions with the officers and senior cadets assisting with the activity.

Photocopy Annexes E, F, G, and H for the officers and senior cadets assisting with the activity.

Photocopy Annex E for each cadet.

Assign spaces in the training area for workstations to conduct the activity if more than one group is used.

Make photocopies of Annex F for each station if necessary.

PRE-LESSON ASSIGNMENT

N/A.

APPROACH

An interactive lecture was chosen for TPs 1–3 as it allows the instructor to describe the purposes, qualities and types of questions while encouraging the cadets to actively participate by asking and responding to questions.

An in-class activity was chosen for TP 4 as it is an interactive way to reinforce the topic and confirm the cadets' comprehension of questioning techniques.

INTRODUCTION

REVIEW

N/A.

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OBJECTIVES

By the end of this lesson the cadet shall have described questioning techniques by listing the purposes of questioning, listing the qualities of a good question, defining types of questions and by listing the steps to posing questions while instructing.

IMPORTANCE

Asking questions throughout a lesson helps the instructor to determine the cadets' level of comprehension of previously taught material, to create interest in the lesson and to confirm the cadets' comprehension of new material. Proper questioning techniques will help instructors ask questions properly to accomplish these goals and to develop confidence in their instructional abilities.

Teaching point 1 **Describe the Purposes of Questioning**

Time: 5 min Method: Interactive Lecture

PURPOSES OF QUESTIONING

Questions that are carefully developed and incorporated into a lesson plan may improve learning. In fact, instructors' use of questions has such an impact on learning that it can be considered an indicator of their overall effectiveness. Instructors may improve their questioning technique by carefully planning what questions to ask, when and how to ask them so as to improve their instructional ability.

Questions can be posed throughout a lesson to:

- determine the cadets' level of comprehension of previously taught related material;
- create and maintain interest by keeping the cadets mentally alert and making them feel more involved in the lesson;
- guide and provoke thinking by carefully selecting questions and following answers with other questions as the lesson progresses; and
- confirm learning, especially for knowledge lessons, by asking questions at the end of each TP and at the end of the lesson.

CONFIRMATION OF TEACHING POINT 1

QUESTIONS

Q1. Why is questioning such an important aspect of instruction?

Q2. How can instructors improve their questioning technique?

Q3. What are four purposes of questioning?

ANTICIPATED ANSWERS

A1. Questioning has a big impact on learning and is considered an indicator of an instructor's effectiveness.

A2. By planning what questions to ask and when and how to ask them.

A3. To determine comprehension of previously learned material, create and maintain interest, guide and provoke thinking, and to confirm learning.

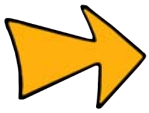
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Teaching point 2 **Describe the Qualities of a Good Question**

Time: 5 min Method: Interactive Lecture

QUALITIES OF A GOOD QUESTION

Questions used during a lesson should be written out ahead of time. Instructors who consistently pay attention to writing good quality questions will improve their instruction and learn to instinctively phrase good questions when the situation demands it during a lesson.



Often the cadets who are being instructed ask questions for clarification. Effective instructors create a classroom atmosphere that encourages cadets to ask questions, which are relevant to the lesson.

The exact wording of a question is determined by its purpose and the situation in which it is asked. While the wording may vary, all questions should be:

- brief, complete and easily understood;
- stated clearly using simple language;
- a challenge to cadets to apply their knowledge;
- not so difficult that only a few cadets can answer; and
- relevant to the lesson by reinforcing and supporting the teaching points.

CONFIRMATION OF TEACHING POINT 2

QUESTIONS

Q1. Why should questions be written out ahead of time?

Q2. How can instructors learn to ask better quality questions while instructing?

Q3. What are five qualities of good questions?

ANTICIPATED ANSWERS

A1. Questions written out ahead of time are of better quality and will improve instruction.

A2. By crafting good quality questions, the question-making process will become instinctive.

A3. Brief and complete, clearly stated, challenging, not too difficult, and relevant.

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Teaching point 3 **Describe Types of Questions**

Time: 5 min Method: Interactive Lecture

All questions may be categorized as either participatory or evaluative. Participatory questions are used during a lesson to create and maintain interest, to keep cadets mentally alert and to guide thought. Evaluative questions are used at the beginning of a lesson to determine retention of previously taught material or at the end of a TP or lesson to confirm comprehension of new material.

There are many types of questions but those most commonly recognized include:

Lead-Off. Questions, which are used to begin a lecture or start a discussion. This type of question does not necessarily require a verbal or written response and is designed to get the cadets thinking about the topic of the lesson or the issue being discussed.

Example: “What does being a good cadet mean to you?”

Follow-Up. Questions that are used to further stimulate the cadets’ thinking about the topic of the lesson or point of discussion. As the name suggests they are supplementary questions related to the initial lead-off question or are questions, which are phrased on the spot to probe an answer to a previous question or extend a point of discussion.

Example: “Identify an item, just mentioned in question one, that can be considered both a good and bad cadet quality.”

Overhead. Questions that are asked to the whole group without indicating who is to reply. There will be several answers to this type of question and everyone should be given a chance to respond.

Example: “Identify one factor that can determine if a cadet quality is good or bad.”

Direct. Questions that are the opposite of overhead questions because someone is directed to answer. These questions can be used to draw in those who are reluctant to take part in discussions, to prompt cadets who are inattentive or to get a discussion back on track.

Example: “Cadet I.M. Reluctant, can you think of another factor which determines if a cadet quality is good or bad?”

Reverse or Relay. Questions are used to keep the discussion in the hands of the cadets. Instead of answering a question posed by a cadet the instructor can reverse the question and return it to the person who asked it or relay it to another member of the class.

Example: “Cadet C. Legs, can you answer Cadet I.M. Reluctant’s question?”

Never use reverse or relay as an escape mechanism for questions you cannot answer. Always admit that you don’t know the answer and follow up later rather than use reverse and relay.

CONFIRMATION OF TEACHING POINT 3

QUESTIONS

Q1. Which type of question does not necessarily require a response?

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Q2. Which type of question can be used to encourage cadets to take part in a discussion?

Q3. What is one thing to avoid when using reverse and relay questions?

ANTICIPATED ANSWERS

A1. Lead-off.

A2. Direct.

A3. Trying to hide the fact that an instructor doesn't know the answer to a question.

Teaching point 4 — **Conduct an Activity Where the Cadets Will Practice Posing Questions Using the Pose, Pause, Pounce, Ponder and Praise Sequence**

Time: 10 min — Method: In-Class Activity

ACTIVITY

OBJECTIVE

The objective of this activity is to introduce cadets to a posing questions sequence that they can follow when asking questions while instructing, particularly during M309.07 (Instruct a 15-Minute Lesson, Section 7).

RESOURCES

- Posing questions sequence handout located at Annex E,
- Questions handout located at Annex F,
- Posing questions rubric located at Annex G, and
- Posing questions checklist located at Annex H.

ACTIVITY LAYOUT

Set up work stations, if necessary, labelled A, B, C, etc. and place the following at each station:

- a copy of the posing questions sequence handout,
- a copy of the questions, and
- pens/pencils.



If possible brief the assisting staff and the cadets prior to the lesson.

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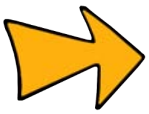


The activity can be used with one group of five to ten cadets or several smaller groups if numbers warrant. The objective is to have each cadet follow the question posing sequence for at least one question but they can ask more than one if necessary. If the group is larger than five other questions can be devised using the children's story, "Goldilocks and the Three Bears."

ACTIVITY INSTRUCTIONS

Divide cadets into groups, if necessary, and assign a supervisor and letter name to each group.

1. Brief the assisting staff that they will be expected to:
   a. assign each cadet in their group a number from one to five indicating the order in which they will take part in the activity;
   b. move their groups to the appropriately named area to conduct the activity;
   c. read the introduction to the children's story, "Goldilocks and the Three Bears" to the cadets;
   d. ask Cadet # 1 to pose the first question from Annex F and record information on the checklist describing their performance;
   e. carry out the same procedure for each succeeding cadet;
   f. provide feedback to each cadet regarding their performance;
   g. return the group to the main area; and
   h. give the completed posing questions checklist to the instructor.
2. Ensure that assisting staff have a copy of Annexes E to H.
3. Brief the cadets that they will:
   a. listen to a short introduction to the children's story, "Goldilocks and the Three Bears";
   b. use a question posing sequence to ask one question to their group based on the children's story, "Goldilocks and the Three Bears"; and
   c. be supervised and corrected on the spot if they do not follow the posing questions sequence properly.
4. Have the cadets begin the activity.
5. Circulate throughout the training area observing the groups as they take part in the activity.
6. Debrief the cadets on their performance.



Remind cadets that the activity was designed to introduce a posing questions sequence that they can follow when asking questions while instructing, particularly during M309.07 (Instruct a 15-Minute Lesson, Section 7).

SAFETY

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CONFIRMATION OF TEACHING POINT 4

The cadets' participation in the activity will serve as the confirmation of this TP.

END OF LESSON CONFIRMATION

QUESTIONS

Q1. What are the four purposes for asking questions?

Q2. List two qualities of a good question.

Q3. List two types of questions most commonly recognized.

Q4. List the five parts of the question posing sequence.

ANTICIPATED ANSWERS

A1. The four purposes of questions are:

- to determine the cadets' level of comprehension of previously taught material;
- to create and maintain interest;
- to guide and provoke thinking; and
- to confirm learning of new material.

A2. Good questions should be brief and complete, written clearly using simple language, challenging, not too difficult and relevant to the lesson.

A3. The types of questions most commonly recognized are lead-off questions, follow-up questions, overhead questions, direct questions and reverse or relay questions.

A4. The five parts of the question posing sequence are pose, pause, point, ponder and praise.

CONCLUSION

HOMEWORK/READING/PRACTICE

N/A.

METHOD OF EVALUATION

N/A.

CLOSING STATEMENT

The question is an important tool for the instructor. It is useful for instructors to know the purposes, qualities and types of questions but should keep in mind that this knowledge alone will not necessarily improve questioning technique. Carefully writing out questions before hand and asking them properly are just as important when using questions while instructing a lesson.

INSTRUCTOR NOTES/REMARKS

N/A.

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