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| Questioning “Try To” List: | Questioning - Try “Not” To list: |
| 1. Try to pause after asking a question. 2. Try to avoid frequent questions which require only a yes or no answer. 3. Try to avoid answering my own questions. 4. Try to follow up student responses with the question “why?” 5. Try to limit the use of questions which rely almost completely on memory. 6. Try to avoid directing a question to a student for disciplinary reasons. 7. Try to avoid repeating every student’s answer. 8. Try to follow up a student’s response by fielding it to the class or to another student for reaction. 9. Try to insist on attentiveness during question periods. 10. Try to avoid giveaway facial expressions to student responses. 11. Try to make it easy for students to ask a question at any time. 12. Try to avoid asking questions that contain the answer. 13. Try never to call on a particular student before asking the question. 14. Also try not to call on a particular student immediately after asking a question. 15. Try to ask questions that are open-ended. 16. Try not to label the degree of difficulty of a question. 17. Try to leave an occasional question unanswered at the end of the period (for follow-up the next day). 18. Try to replace lectures with a set of appropriate questions (guided discovery). 19. Try to avoid asking for verbal group responses. 20. Try to keep the students actively involved in the learning. | Questions I should seldom ask:  How many of you understood that?  Everybody see that?  You want me to go over that again?  Did I go too fast for you?  This is a \_\_\_\_\_\_, isn’t it?  Right?  Okay?  Do you have any questions? |

from ***Chapter 2: The Art of Questioning*** in ***Every Minute Counts*** by David R. Johnson