

## Behaviors Associated with Effective Questioning

1. Asks **focused, clearly-worded questions** which give students a clear indication of expectations for responses.
2. **Speaks clearly and loudly** such that questions can be heard everywhere in the classroom.
3. Conveys to students a **genuine interest** in hearing their responses.
4. **Allows 5-8 seconds** after asking a question before restating the question or asking another student for a response.
5. Makes **eye contact** with students when asking questions and does not talk over their heads, to the blackboard, or to just one individual.
6. **Calls students by name** during questioning and response.
7. Politely **asks students to restate** inaudible responses more loudly so the entire class can hear.
8. **Moves purposefully**, does not remain primarily in one place.
9. **Engages many students**; does not allow a minority of more confident or impulsive students to dominate the class.
10. Uses a **variety of strategies** to allow different kinds of learners a chance to answer comfortably. (See items 4, 6, and 9 for examples.)
11. Presents **challenging and stimulating** questions to all students, not just those perceived as having higher ability or knowledge.
12. **Probes** for correct responses to questions rather than giving correct answer.
13. Asks students to **justify** and further explain responses.

14. Encourages students to **answer each others' questions**.
15. **Allows time** to consider different points of view and encourages multiple responses.
16. Creates a **safe, supportive atmosphere** for students to answer questions.
17. Makes **regular comprehension checks** in the form of specific questions (e.g. “How does this new concept relate to ....?” not “Is that clear?” or “Does everyone understand?”)
18. Uses **“think-pair-share”** in which students think of an answer, pair with another student, and share their answers before responding to the instructor.

Main Source:

<http://www.wisc.edu/provost/ccae/MOO/listques.html>

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