

Review Article

Questioning Techniques: Research-Based Strategies for Teachers in Nursing

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Abstract

Questioning techniques square measure a heavily used and therefore wide researched, teaching strategy. Research indicates that asking queries is second solely to lecture. Teachers usually pay anyplace from thirty-five to fifty % of their educational time asking queries. But square measure these queries effectively in raising student achievement? How will academics raise higher queries of their students? How can current educational research inform practice? How can teachers make use of these findings? Teachers typically have very little or no coaching in questioning techniques, so being familiar with the research is a good place to start. Improving during this space needs a reflective and metacognitive approach. Being competent in questioning is a very important basic step towards changing into an efficient lecturer. Developing the skills necessary to help students draw on and apply acquired knowledge in new, unique situations requires the skilled use of questioning. Most experienced lecturers use both written and verbal questioning, but evidence suggests that the majority of their questioning is posted at lower cognitive levels of description. Quality teaching needs students to be engaged with the content of learning tasks designed to succeed in understanding. Using questioning suitably facilitates the training method by requiring the coed to participate within the method and to attain higher comprehension skills by deed deep, elaborate understanding of the topic.

Key words: educational research, metacognitive approach, and comprehension skills

Introduction

Questioning is a very ancient method of teaching used by Socrates, who actually inverted it questioning is used by almost every faculty in all the fields in the classroom and there is a head for all instructions to improve their questioning techniques. The key to successful questioning is asking questions at an appropriate cognitive level that stimulates the response. Questioning is the educative activity, it is the first stimuli to the mental life of the child and it remains throughout the life [1].

Definition of questions

A question is a request for information or for an opinion.

Functions of questioning

- a. To measure student achievement and skills.
- b. To direct and stimulate thought
- c. To ensure the proper organization and interpretation of materials and experiences gain the unity.
- d. To facilitate interpretation and evaluation of information
- e. To discover interests and abilities of students
- f. To promote the development of critical thinking.

- g. To facilitate adaptability to new situations, make component decisions in clinical areas.
- h. To form and develop attitudes and appreciations

Type of questions

1. **Judgment questions:** Judgment questions help the students to develop the ability to analysis, discriminate and make decision, how, why.
2. **Information question:** Information questions help the student to real fact which have been read, discussion or learns, when, where, what.

Characteristics of the effective questioning

The questions should be based on objectives

1. Questions should be based on sound ideas, purpose and adapted to the particular objective in mind of they have to stimulate growth.
2. Questions should be within the range of the student's experiences and knowledge; otherwise, the student will not understand the questions and will only guess the answer.
3. Questions should present a challenge with stimulates on educative response in keeping with the objectives. Questions which require

comparison, evaluation and thinking are preferably to the simple recall type.

4. Questions should contain only one idea. A many faceted question only confuse the student, who usually answers the phase and forgets the remainder.
5. Questions to be avoided:
 - Leading questions – Suggest the answer often require only “yes” replay.
 - Catch questions – The guessing of a puzzle or require only thinking and therefore dose not encourage learning.
 - Discussion question – The student does not know what points to include in the answer.
6. Questions should be well warded.
 - Clear and concise.
 - Intelligible
 - Grammatically correct and express good English.
 - Questions should not be ambiguous; the central idea should be clearly conveyed from the teacher to the student.
 - The question should not suggest the answer.
 - Question should require an extended answer.
 - Question not is stated in textbook phraseology.

Skill essential for the development of successful questions

The teachers should possess personal quality and technical knowledge. The following are some of the skill considered basic to good questioning.

1. Clear and rapid thinking
2. Skill in judging relative values
3. Skill in working the questions
4. Safe confidence [2]

Technique of questioning

Technique is the way or manner in which the questioning has been carried out, it is an art that requires practice, development and should be directly related to the objectives to be achieved.

- Address questions to the class in general: Before directing it to a particular student the question should be asked for the entire group in order to secure. The entire class attention and to create interest, through to all members of the class, all student can form an answer in anticipation of being called-on; if one student is initially addressed, the remainder of the class relaxes, assumed that they will not have to think to an answer.
- Allow sufficient time for formulation of an answer: In student must be given time to think,

but not allowed so much time that her mind wanders off to something else; give a pause after posing a question to permit time for a thoughtful response.

- Ask questions in a natural, interested, conversational tone.
 - To create confidence
 - If the teacher uses an ‘o-course-you-can-answer this attitude, (pt may be presumption) the student will make an attempt, even though she may know only a part of the answer.
- Students should be given as much credit for answering as possible. Insist upon accurate, complete and intelligible answers.
- Organize questions around sequences leads to the development of a particular understanding. Idea, appreciation or ideal. This prevents fragmentary and unrelated questioning and unifies the work of the course.
- Occasionally assign questions to the inattentive student: To arouse students, prevent inattention and thereby avoid discipline problem.
- Vary your pace of delivery: Lower order questions can be asked quickly and higher order questions should be asked slowly.
- Prompt learners: By presenting the questions in a different way or prompt the answer, so that will help the student to develop an answer.
- Encourage the students: To expand the answer by probing; addition of information by other students or learners can be added for the response.
- Call on others: To listen or non participants who seen to be active listeners but reluctant to participate.
- Create a trusting learning environment: Where incorrect response or unconventional responses are welcomed and explored.
- Ensure simple questions: The questions are simple, fluent, and clear to the students.
- Positive question: The last question of the session is asked in a positive manner.
- Waiting time: A waiting time of 3-5 seconds in needed, if no response for the question.
- Question should not be repeated: If the students know that a question will be repeated, so they may not attentive for the first time.
- Natural question: Questions should be asked in a natural, interesting and conventional manner.

Create confidence by asking questions to the student. 1,2

Dynamics of effective questioning

Questioning is used as a teaching tool; according to Perrot (1982) effective questioning strategy depends on the mastery of the following specific instructional technique.

1. **Question phrasing:** Ambiguous questions and confusing questions should be avoided. Clear, simple, fluent words have to be used in effective questioning.
2. **Question delivery:** Facilitative call the attention of the learner to the content of question before limiting the potential target population for response; questions should be framed to maximum learner participation. Address the question in general rather than a single student.
3. **Wait time:** The interval between the end of the question and the request for a response. The wait time will allow the learners to think through the question, compose an answer and respond, personal anxiety will be reduced and facilitate to tolerance the silence.
4. **Listening technique:** Listening stages will reinforce the learner response behaviour. It also enhance participation and Contribute to successful as of questioning as an instructional tool.

Techniques:

- Watch for non-verbal signals indicating learner's desire to respond to or ask a question.
 - Focus on the learner who is speaking and play attention to what is said.
 - Maintain eye contact with the learner and use other non-verbal signals to indicate attentiveness.
 - Ask for necessary clarification when response is concluded.
 - Evaluate the response after it completes.
5. **Debating with inadequate responses:**
 - Faculty should be diplomatic in dealing with inadequate response.
 - Effective faculty response to incorrect answer helps the learners to redirect their thinking to the correct answers.
 - Personal attacking, eg. Sarcasms, Reprimand, accusation should be avoided.
 6. **Feed back:** Feedback is a two-way process with information exchanged between the faculty and the student regarding levels of understanding and performance. The faculty's

response to a student's answer is very important. A nod, a smile or a comment can show that an answer is correct.

7. **Faculty behaviour:** The social and emotional malice of the learning situation will be affected by faculty's verbal and non-verbal behaviour, eg. Tone of voice, eye contact, movement, gestures, facial expression, holding etc. are the signal of approval which can motivate a student.
8. **Teacher reaction to questions and response success of the class depends greatly on the attitude and the response of the teachers to student questions and answers.**
 - Encourage students for active participation: is to increase their participation.
 - Student questions should be significant: Avoid sidetrack, trivial, and ambiguous questions.
 - Courtesy: Both the teacher and student should be courteous in asking the answering questions.
 - Grant the student the right to disagree: Deal thinking promotes opinion. The student should be encouraged to think for herself and to from her own opinion [3].
 - The teacher should admit not knowing on answer: If on answer is not known, admit it by saying, (Student recognizes bluffs), we will find out 'or' will look it up and left you're know.
 - Rarely assist the student in her answers: Let the student work out her own contribution without prompting to prevent confusion and interruption of student's thinking.
 - Never pump answers from students: Allow sufficient time to think and answer. If an answer is not forth coming go on to another student; pumping level produces answer, it only wastes time [4], [5].

Levels of questioning

To organize the purpose of questions, 'Bloom's taxonomy (1956) of six levels of educational objectives will be used each level requires a response which use a different kind of through process. Based on this, questions can be framed which will stimulate higher order of thinking activities among students [4].

Motivation to learn cans increases a student's hear questions for which they would like to know the answers. The instructors have to use questions to guide students through processes in a certain

direction. Guide the students to improve thinking on a subject, the teachers extend their knowledge,

encouraging them to think logically a depending their understanding of a subject [6].

Table 1. Successful level of questioning

Educational objectives	Question words	Cognitive activity
Knowledge	What, when, who, which define, describe, state, show, list etc.	Recall: Questions can be answered by simple recall of the preciously learned matter.
Comprehension	Compare, ontrast, conclude demonstrate, explain, estimate	Understanding: Recognizing the material in a systematic manner to show that the student has understood the question
Application	Apply, build, contract, test, solve	Solving: It involves problem solving and the use of principles and concepts are emphasized.
Analysis	Support your assumptions	Analysis: Exploration of reasoning it requires breaking of ideas into student of facts opinions.
Synthesis	Write, propose a plan, suggest, formulate, develop	Creating: Combine the ideas into a statement, plan product etc, i.e. new to them.
Education	Choose, evaluate select in the basis of defined, reasons etc.	Judging: Use some criteria or standard for making judgment.

In a nut shell

The questioning technique, just questioning alone does not necessarily produce learning, if is a manner of questioning the timing and the content which result in learning. To acquire and develop this skill, the lecturer is required to understand questioning, to select the tool appropriately and to use questions that are varied, planned, appropriate and humanely posed. The functions of questioning, types of questions and the key skills required for the effective use of this teaching strategy are outlined in this article.

Reference

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