

QUESTIONS & QUESTIONING

I. Exercise raising awareness of the prevalence of questions

Patience and Friendship
by Jennie Ghandi

With having a friend one has to develop a lot of patience. It is not easy to adhere to a friend and with your worldly needs. In school, friends come and go, and only a few stay back; most of the friends we make here are superficial. In college, our friendship grows a few roots while later in life some friends grow thick with our lives.

Sometimes we get so immersed in our lives - work routine, home chores and other obligations that we forget about our friends. Or sometimes they keep calling us for a talk or just to hang out and we are just not in the mood to entertain them. But we must understand that the same might happen to us someday, and it is our friends who lift our moods and give us that listening ear which is so helpful.

Excerpted and adapted from <http://ezinearticles.com/?Patience-and-Friendship&id=1534056>

Exercise: Read this short excerpt and try to **turn the sentences into questions**. There is more than one possibility, so try to come up with different ones. For example:

1. With having a friend, one has to develop a lot of patience.

- Q1: When does one have to develop patience?
 - Q2: In what situation does one have to develop patience?
 - Q3: What does one need to develop with friends?
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II. Exercise in generating more questions on any topic

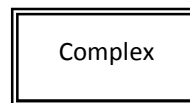
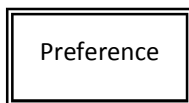
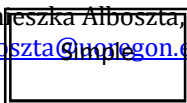
The Q-CHART

	IS/WAS	DO/DID	CAN/COULD	WOULD	WILL	MIGHT/MAY
WHO						
WHAT						
WHERE						
WHEN						
HOW						
WHY						
TO WHAT EXTENT						
IN WHAT WAY/SITUATION						

- Also great for grammar practice

III. Exercise in distinguishing types of questions

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Who is your best friend?

What do you like to do with your friends?

What is the difference between a friend and an acquaintance?

IV. Exercise in evaluating questions

BLOOM'S Taxonomy: Questions

From Bloom, et al., 1956

Try to utilize higher order level of questions. These questions require much more "brain power" and a more extensive and elaborate answer.

Levels	Key Words/Actions	Example Questions
KNOWLEDGE	Remembering, memorizing, recognizing, recalling information	Who, what, when, where, how ...? Describe/tell what happened... How many/much...? Do you know...?
COMPREHENSION	Interpreting, describing in one's own words, organizing and selecting facts and ideas	What was the main idea...? What's the difference between...? Can you give an example of...? What's the meaning of...?
APPLICATION	Problem solving, applying information to produce some result, use of facts, rules and principles	How is ... an example of ...? How is ... related to ...? Why is ... significant? How is this information useful? (could you use this info. in...?)
ANALYSIS	Subdividing something to show how it is put together, identifying motives, separating of a whole into component parts	What are the parts or features of ...? What are some problems of...? Can you explain what must have happened when...? How does ... compare/contrast with ...? What evidence can you list for ...?
SYNTHESIS	Creating a unique, original product that may be in verbal form or may be a physical object, combining of ideas to form a new whole	What would you predict/infer from ...? What ideas can you add to ...? How would you create/design a new ...? What might happen if you combined ...? What solutions would you suggest for ...? If you were....could you...?
EVALUATION	Judging, selecting, deciding, justifying, rating, assessing, recommending, verifying	Do you think... is a good or bad thing? What do you think about...? What changes to ... would you recommend? Is there a better solution to...? What's the value of...? How would you feel if...?

Adapted from: <http://honolulu.hawaii.edu/intranet/committees/FacDevCom/guidebk/teachtip/questype.html>

REFLECTION TOOL: TRANSCRIPTS

These and others serve as jumping off points for critical thinking mini-lessons and target students' specific needs. The first transcripts are created by the teacher; subsequently, discussion leaders transcribe c. 5 min. of their discussion and send it to the instructor.

Transcript #1 (excerpt):

H: I know our topic is friendship and relationship. So, to me, there's umm lots very different type of relationship, there's uuummm..., you can take my classmate, there's uumm a really good friend that I can tell a secret to, or so there are many different kinds of relationships. So my question is, in what way can you describe a relationship? There's (can't understand) so that's my question. Anyone would start? ... Answer this question?

A: So, sorry.... I didn't follow you what you said. Please, could you repeat that?

H: Yeah! My question is, in what way or situation can you describe a relationship?

A: Huh...Ahh...

H: Is it a bit difficult to understand? (mumbling) Go ahead, please, Abullah!

A: Ahh...some people you know think relationship.. it.. you know... it build itself by something as a gift or do something or help the others. I think it's not only just like that. It's a story between peoples.. and...ahh...and... ahh.. you know.... it's like a piece of bread when I cut it in half, I give the second of that piece to my friend, even if small bread, and share and communicate. And to me, it's hard, nowadays it's hard to find a real friend actually because you know money... in the past... nobody care about money in the past...

This transcript served as a jumping off point for discussing the **clarity** of questions and the **relevance** of responses.

Transcript #2 (excerpt):

Y: My question is ummm, what would you do if, I mean, if you are hmmm... separated from your best, ahhh,.. some of your best friends? And, ah.. let me make my question clearly. I mean, ahh., people always ummm like this way.. parallel lives, I mean and finally acrosed, and then keep, I mean continue parallel lives. Parallel means... yeah, so... ummm. And I mean, maybe during your childhood and, you say something to each other something like ummm..."forever" or something like that, finally you find that it's kind of hard to...ummm...yeah... so, uh...parallel life it doesn't work that way, so.. what do you think about that?

H: So what would happen if you separated from our best friend. Hmmm...well, in my opinion, it would be very devastating to be separated.. I can't do anything about it, but that's life.. I guess... yeah....

F: Well, As I see it, I think it's going to be hard at first. But you're gonna get used to the point, and ah move on, meet some new friends, and.. ah... you're gonna... of course you're gonna contact your old friends, but you live in another country now, so it's kind of hard at first but ...you're gonna get used to it.

This piece of a transcript serve as a jumping off point for looking more closely at **assumptions**. Students also repair grammar errors, suggest better vocabulary, etc.