

Effective questioning

| What it is | What it might look like in the classroom | Why it's important |
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| Effective Questioning Inquiring of the students in a variety of ways to clarify, diagnose confusion, promote discussion, or gather information and asking different types of statements. | <ul style="list-style-type: none">• Avoiding the answering of one's own questions.• Allowing adequate time (> 7 seconds) after asking questions.• Redirecting questions by rephrasing, prompting, allowing the use of additional materials like notes, etc.• Encouraging students to interact directly with each other by asking questions, responding, and elaborating on each other's comments• Troubleshooting the reasons for silence (e.g., lack of knowledge, clarity of the questions, students' anxiety).• Asking questions that get students involved with different types of cognitive skills (e.g., recalling facts, explaining a process, analyzing a case). | <ul style="list-style-type: none">• Enhances and equalizes opportunities for participation.• Allows students to independently make connections.• Promotes analytical thinking.• Creates multi-directional interactions (i.e., TA to student, student to student). |

View/download the following documents:

[A guide to using effective questioning](#) in your discussion section

[The cognitive complexity of questions](#)

This is one of nine TA skills. View/download [a chart of all nine skills](#).