

Teacher's Checklist on Questioning Habits

Following are some of the questioning habits that can keep us from achieving better results in the classroom.

- Sometimes I ask a question but end up answering it myself.
- I often call on a person first, then ask the question.
- I really don't give all students enough time to think of a response.
- I start with a difficult question, without warming the class up with easier ones.
- If a student answers incorrectly, I just find another student with a right answer.
- Sometimes I let a student's wrong answer go unchallenged.
- I seldom praise the quality of the answer (phrasing, completeness).
- I don't start the class with a couple of key questions to direct the entire lesson.
- I don't require all students to write answers down before accepting responses.
- Often I ask the same kind of question again and again.
- I find myself asking too many questions at once.
- I use questions as interrogation rather than as paths to deeper discussions.
- At times, I call on the same few students and ignore the rest.
- Some of my questions are irrelevant to the topic.
- My questioning sessions seem to stress students out and sound threatening.
- I tend to give struggling students less time to answer and move to someone else.
- My questions lead to dead ends and don't set up the activity to follow.
- I fall into a *Trivial Pursuit* or game-show pedagogy, asking only lower-level questions.
- Many of my questions tend to have a single right answer.

Source: Adapted from Brown & Wragg, 1993; Dillon, 1981; Wragg & Brown, 2001.