

# Questions about questioning

1. What are some reasons instructors need to be skilled at asking questions?
  
2. Write some characteristics associated with skilled questioning.
  
3. Which of the following questions most closely aligns with the purpose of promoting in-depth thinking? Circle your choice and jot down some of the reasons for your choice.
  - a. What are the three parts of a question?
  - b. How might you use the information about the three parts of a question to enhance your questioning skills?
  
4. On the back of this paper, take 30 seconds and write down as many “bobble head” questions you can think of – those used by you and those you hear from others. Then put a circle around them and a diagonal slash through the circle.
  
5. Without looking forward in the material, individually read each of the six question enhancing techniques and predict what each might be about. Write notes below if you wish.
  
6. Recall a time when you were asked a “why” question that you felt was simply a disguised way of telling you the person asking the question disagreed with your choice.
  
7. Prepare two questions using a “positive pre-supposition.” One you might ask during a BRC classroom unit and one you might ask during an exercise debrief. Identify the unit and exercise where you would use these questions?

8. The two “multi-purpose tool” questions shown are prepared for use during Unit III discussion on braking. The first might also be appropriate as a debrief question after exercise # 9. Change the positive presupposition phrase (“When you analyze the braking chart on page 23”) used in the second example and construct a second question appropriate as a debrief question for Ex. # 9.
  
9. Thinking about working with other instructors (RiderCoaches), pick two of the imprecise language categories that you might hear when it would be appropriate to inquire for precision and specificity. For example, your fellow instructor might say “These guys need to get better or it will be a long day.”
  - a.
  
  - b.
  
10. Using a positive pre-supposition and the “plural form” recommendation, write an improvement for the following question.
  - a. What was the reason for not finishing on time?
  
11. If you were a student participating in a BRC and you were asked to think about an answer to a question from a different perspective, how do you think this might help and hinder your thinking?
  
12. What are some opportunities (times during the schedule) that asking a take-a-way question might be appropriate?
  
13. When it comes to questioning for the purpose of promoting reflection, what is one method for evaluating the quality of your question?
  
14. After reading the summary and reflecting on this information what thoughts come to mind? Write below and/or use the back of the sheet.