

# Effective Use of Questions

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# Objectives:

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*Following this module participants will be able to:*

- Effectively use higher order questions to assess higher order thinking among students in clinical settings.
  - Use effective questioning techniques to evaluate student diagnoses and application of evidence-based medicine.
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# Why Ask Questions

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## □ Engage learners

- Answering questions is more active than listening.

## □ Promote higher order thinking

- Asking higher order questions pushes students to levels they may not work at on their own.
  - Verbalizing the reasoning process helps solidify concepts.
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# Monitoring the Problem Solving Process Through Questions

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- Just because students reach the right answer doesn't mean they are using the right process. You need to walk them through it.
  - The right answer takes care of today. The right process takes care of the rest of their lives.
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# Hierarchy of Questions

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- ❑ **Facts/Knowledge** – What do you call this abnormality?
  - ❑ **Comprehension** – What causes this condition?
  - ❑ **Analysis** – How does the treatment work?
  - ❑ **Synthesis** – How do you predict this patient will respond?
  - ❑ **Evaluation** – As you were diagnosing this patient what information was most helpful?
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# How To Ask Questions

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- Keep positive atmosphere.
    - Make sure everyone knows that it's ok if nobody including the questioner knows the answer.
    - Reward honest effort as much as correct answers.
  - Don't rush answers.
    - Process is more important than product. Learn to wait patiently while students process.
    - Silence is golden –make it a rich question.
    - Use the Pose, Pause, Pounce.
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# Exercise

– For a given case, work in groups to come up with an example from each level.

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# Summary

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- ❑ It is important to ask higher order questions in order to evaluate students ability to use higher order (clinical) thinking
  - ❑ Students remain more engaged if faculty keep reward all serious effort (right or wrong) and allow time to think
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