

## 7. Using Questions to Stimulate Thinking

Asking effective questions is essential no matter which clinical teaching technique you are using. The following question stems are organized according to Bloom's taxonomy of educational objectives. The further down the list, the more complex the question is.

**Organizing**

- What conclusions have you reached about...?
- In your own words...?
- How else might you...?
- Show how...?
- How would you compare ... to ...?
- Why did .... cause...?

**Applying**

- What evidence is there that ...?
- In what ways might ...?
- Give some instances of ...?
- What would result if ...?
- Compare...?
- Contrast...?
- Where else might you use...?

**Analyzing**

- What are the functions of...?
- Compare \_\_\_\_ to \_\_\_\_.
- What is the motivation for ...?
- How would you classify ...?
- What is the relationship between ...?

**Integrating**

- What would the result be ...?
- What facts could you compile about ...?
- What would you do if ...?
- Elaborate on your reason for ...?

**Generating**

- What would you have done differently if ...?
- How many ways can you think of to ...?
- Predict what would happen if ...?
- How would you improve ...?
- What changes would you make if ...?

**Evaluating**

- What would be the best way to ...?
- How effective was ...?
- Should \_\_\_\_ be permitted to ...?

Video: Example of ineffective questioning

Video: Example of effective questioning

Teaching on the run tips 7: effective use of questions <http://www.mja.com.au/journal/2005/182/3/teaching-run-tips-7-effective-use-questions>

Lake, Vickery & Ryan, 2005.