

# Using Questions

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16:31

## Things to think about:

- identify a topic / set of topics to teach
  - in a paragraph describe the context
  - what level of instruction, culture?
- what do you expect students to learn?
- series of lessons / workshops

We received "Guideline for Innovative Instructional Design Assignment"

→ it's a metric

## Tradeoff:

- students need answers, how available are you?
- developing a culture and an expectation

Should you follow up on absent students?

- suicide risk
- personal issues
- etc

## Furtak Article:

- do you ever tell the student the answer?
- yes and no...

## Driver article:

- levels of abstraction in three models

→ conflicting models at the same level of abstraction

## Bloom's Taxonomy

- higher order questions
  - intrusively (potentially)
  - need to build up

start from base knowledge → all the way up to evaluation

What is appropriate to know about Nature of Science:

- tentativeness of science
  - empirically based
  - subjective
  - human imagination / creativity
  - etc
- } on blackboard

It's a formative experience for a student to realize that the teacher doesn't know anything

What if the teacher doesn't know?

- don't have to lie when they say "I don't know"
- truly ask leading questions
  - ↳ can be bad