

## HOW TO ASK THE RIGHT QUESTIONS BLOSSER PATRICIA E %0A

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ERIC - How to Ask the Right Questions., 1975

This booklet provides methods that teachers can use to analyze questioning techniques and suggests ways that teachers can develop variety in the type of questions they ask. Both Bloom's "Taxonomy of Educational Objectives, Handbook I: Cognitive Domain," and the Question Category System for Science are discussed as systems for classifying questions. Suggestions are given for recognizing question types and for devising open questions to use in the classroom. The importance of pausing for a  
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(ebook)

Questions, questions, questions! They are a large part of a teacher's stock-in-trade. We use questions to help students review, to check on comprehension, to stimulate critical thinking, to encourage creativity, to emphasize a point, to control classroom activities, reduce disruptive behavior, to help determine grades, to encourage discussion  
[How to Ask the Right Questions - Patricia E. Blosser ...](#)  
Page 3 - Research on the questions teachers ask shows that about 60 percent require only recall of facts, 20 percent require students to think, and 20 percent are procedural (Gall, Dunning, and Weathersby 1971).

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[Patricia E Blosser; National Science Teachers Association.] -- Helps teachers focus on a common teaching activity: the asking of questions.