

### Quest(ioning) for Success

...Isidor I. Rabi, the Nobel laureate in physics who died Jan. 11, was once asked, "Why did you become a scientist, rather than a doctor or lawyer or businessman, like the other immigrant kids in your neighborhood?"...

[Rabi:] "My mother made me a scientist without ever intending it.

Every other Jewish mother in Brooklyn would ask her child after school: 'So? Did you learn anything today?'

But not my mother. She always asked me a different question. 'Izzy,' she would say, 'did you ask a good question today?'

That difference - asking good questions -made me become a scientist!

(New York Times, Jan. 19, 1988)

**Meredith D. Gall, "The Use of Questions in Teaching" *Review of Educational Research*. 40:5. 1970.**

Prior to defining effective types of question, the researcher needs to **identify valued educational objectives in a specific setting**. Once objectives are identified, the task of constructing questions which enable the student to reach each objective can be started.

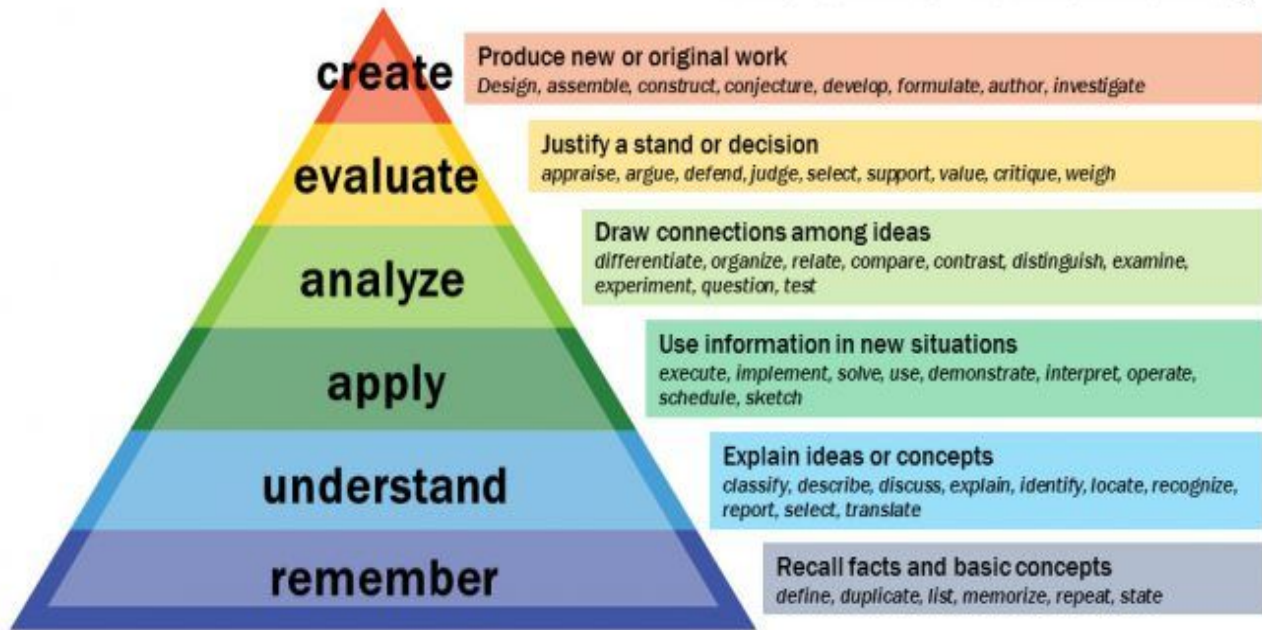
It would help in this task if groups of expert teachers and curriculum developers **[that's us!]** composed questions for each objective and then selected the most effective questions. In this type of research, effective question types would be defined in terms of whether or not they enabled the student to achieve desired educational objectives.

Another task for the researcher is to consider whether there are **effective question sequences**. Should teachers **start a discussion by asking recall questions to test students' knowledge of facts and then ask higher-cognitive questions that require manipulation of these facts?** This was the approach taken by Taba (1964, 1966), who attempted to identify questioning strategies that stimulate students to reflect on curriculum materials on an increasingly abstract level.

In Shaver's model of Socratic teaching (1964), another type of question sequence was proposed: **the teacher asks the student for a statement of his position on an issue, then asks appropriate follow-up questions to probe the student's stated position.**

## Revised Bloom's Taxonomy (2001)

# Bloom's Taxonomy



 Vanderbilt University Center for Teaching

Vanderbilt University Center for Teaching,  
<https://cft.vanderbilt.edu/guides-sub-pages/blooms-taxonomy/>