

UNIV 1212: Critical Thinking and Problem Solving
Asking Effective Questions

Introduction

A comprehensive anatomy of the skill of asking question is the right description of this article by Olivier Serrat titled, “Asking Effective Questions”. Through the lengthy article, the author explores the topic through several dimensions and with various levels of depth. College students like us find themselves find several points to comment about in this rich article.

Summary

Deep Critical Thinking exploration is done on asking questions. The matter is not only about using the “Interrogative Pronouns” or as widely known the (wh-) question word for extracting information. Asking question takes as to theatrical concepts such as the “Bloom’s ideas such as Taxonomy of Educational Objectives. We are taken to Bloom’s Cognitive Domain that links the process of asking questions to 6 elements (analyze, evaluate, create, apply, understand, remember). Meaning asking a question correctly and effectively we have to ensure including these elements. It also means that both teachers and students have to be aware of Bloom’s Taxonomy which is based in attaining the three factors: “Comprehension, application, analysis, Synthesis, evaluation” as ask and so far as what we expect to get from asking questions. Beside the Critical Thinking dimension of asking questions we need to be aware that process is centered around 2 ideas: a) generates curiosity in participants; b) stimulate reflective thinking/ conversation. Meaning we have to consider the audience since asking questions maybe intended for triggering interest or attracting attention to a specific subject matter. An overview is also given in the article or what is called the “Topology of Questions” under which 6 elements lie; namely: “closed, open, fact-finding, follow-up, feedback...etc. These are the format of the questions as what type of information or facts we intend to get from the other party. In other words, whether they are exam questions, a discourse or any conversation these 6 elements are in a questionnaire to help judge the degree to which inquiring system extracts information and facts.

Analysis

This a holistic look into the skill of asking question: from critical thinking view, from cognitive view and from the general communication view. We are taught that asking question is a skill that takes as many concepts and theories in order to ask the right, proper and the effective questions. The process takes to be familiar first about what ask about, when and how. Secondly, we have to be able to match between the form of the question and the targeted information or repose to get from asking it. No less important is having an overview of the several passes of asking questions because that are not all about ignoring or not knowing the answers, rather than to object, clarify or to even to collect the attention of the audience.

Conclusion

This article about the skill of asking questions provide facts and information of different types including lingual, cognitive and structural dimensions of the process. From the use of the basic question words like “what, why, when...etc.”, to what response we expect from asking the questions are all covered. In addition, the article teaches that the skill of asking questions intersect with other concepts that are theorized by Bloom such as the topology and the taxonomy of asking questions. Together, these concepts in the article should enable the learners as well the teachers in designing and asking effective questions that enable extracting the right information in the most possible accuracy.