Useful discussions are based on well-designed questions which serve specific purposes in face-to-face discussions; assignments such as essays and journals; and tests. We ask our students questions for different reasons: *Do you want to be sure they have read the assignment? Is there a need to calculate a precise number? Do you want them to critically think about an important concept?* Based on the work of John Andrews, this session will provide a structure for participants to design questions for both known and discussable questions for their courses.

**Outcomes:**

...describe the difference between discussable and non-discussable questions

...design discussable and non-discussable questions for their courses

**Category: Application**

Describe the theory, approach, and revision that you applied in your course, curriculum, or program. Describe what you saw in your students', colleagues', or institution's behavior that you wanted to change. Describe the learning objectives you wanted students or colleagues to better achieve as a result of your application.

Faculty members often ask non-discussable questions as though they want students' opinions, not facts. To stimulate discussion, it is important to design questions that are discussable.

Describe the project's related course(s) or curriculum, its students, and its place in the curriculum or program.

all courses

**How is your application different from ones that others have tried?**

Separating discussable and non-discussable types of questions is more useful than other question strategies.
Assessment and baseline: Indicate how you determined the success and effectiveness of your application.
less confusion about what students are supposed to answer

References:

Organization:
There will be a matching-type quiz to emphasize question structure over content
There will be an PowerPoint overview of Andrews’ question typography
Participants will design their own questions

Keywords:
Critical Thinking
Meaning Making
Questions, Asking