

Questioning as a Teaching Tool

Questions can be a powerful motivator or demotivator to learners depending on how they are used.

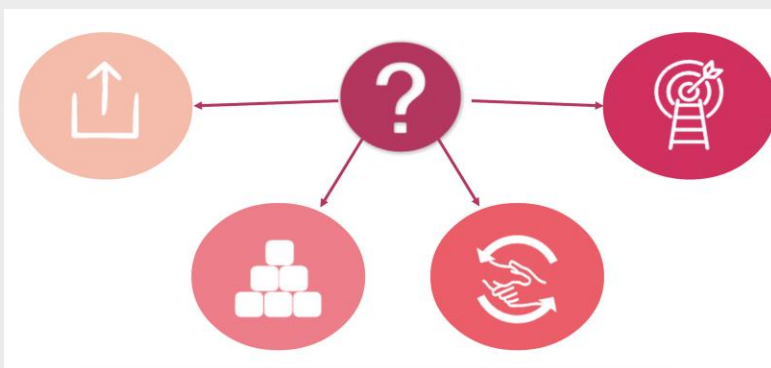
When Used *Effectively*, Questions...

- Lead to new insight
- Motivate learner's curiosity
- Essential to clinical skill development and critical thinking

When Used *Ineffectively*, Questions...

- Stifle the learning process, problem solving skills
- Contribute to confusion
- Can damage the learning environment

Preceptors should base the complexity of their questions to students not only on the level of learner they are working with but also on the level or complexity of the content they are covering.



Questions at every level should be:

- **Open ended**
- **Clear and simple**
- **Supportive and encouraging**
- **Purposeful**

Consider how you use questioning with your learners – regardless of level.

Does it contribute to a learning environment that supports learning and growth? Or do they inadvertently force our learners to retreat from asking questions of their own? For more information on effective questioning in your practice, please contact the Faculty Development team!