

FDP Handout: Critical Thinking Questions and Effective Feedback Tips

Questions that Probe Reasons and Evidence		
Questions of Clarification	Questions that Probe Assumptions	Questions that Probe Reasons and Evidence
<p>What do you mean by ____?</p> <p>What is your main point?</p> <p>How does ____ relate to ____?</p> <p>Could you put that another way?</p> <p>Is your basic point ____ or ____?</p> <p>What do you think is the main issue here?</p> <p>Let me see if I understand you; do you mean ____ or ____?</p> <p>How does this relate to our problem/discussion/issue?</p> <p>What do you, Mike, mean by this remark? What do you take Mike to mean by his remark?</p> <p>Jane, can you summarize in your own words what Richard said? . . . Richard, is this what you meant?</p> <p>Could you give me an example?</p> <p>Would this be an example, . . .?</p> <p>Could you explain this further?</p> <p>Would you say more about that?</p> <p>Why do you say that?</p>	<p>What are you assuming?</p> <p>What is Jenny assuming?</p> <p>What could we assume instead?</p> <p>You seem to be assuming _____. Do I understand you correctly?</p> <p>All of your reasoning depends on the idea that _____.</p> <p>Why have you based your reasoning on _____ instead of _____?</p> <p>You seem to be assuming _____. How do you justify taking that for granted?</p> <p>Is that always the case? Why do you think the assumption holds here?</p> <p>Why would someone make that assumption?</p>	<p>What would be an example?</p> <p>How do you know?</p> <p>Why do you think that is true?</p> <p>Do you have any evidence for that?</p> <p>What difference does that make?</p> <p>What are your reasons for saying that?</p> <p>What other information do you need?</p> <p>Could you explain your reasons to us?</p> <p>Are these reasons adequate?</p> <p>Why do you say that?</p> <p>What led you to that belief?</p> <p>How does that apply to this case?</p> <p>What would change your mind?</p> <p>But, is that good evidence for that belief?</p> <p>Is there a reason to doubt that evidence?</p> <p>Who is in a position to know that is true?</p> <p>What would you say to someone who said that ____?</p> <p>Can someone else give evidence to support that view?</p> <p>By what reasoning did you come to that conclusion?</p> <p>How could we find out if that is true?</p>
Questions about Viewpoints or Perspectives	Questions that Probe Implications and Consequences	Questions about the Question
<p><i>The term "imply" will require clarification when used with younger students.</i></p> <p>What are you implying by that?</p> <p>When you say _____, are you implying _____?</p> <p>But, if that happened, what else would happen as a result? Why?</p> <p>What effect would that have?</p> <p>Would that necessarily happen or only possibly/probably happen?</p> <p>What is an alternative?</p> <p>If _____ and _____ are the case, then what might also be true?</p> <p>If we say that _____ is ethical, how about _____?</p>	<p>How can we find out?</p> <p>What does this question assume?</p> <p>Would _____ ask this question differently?</p> <p>How could someone settle this question?</p> <p>Can we break this question down at all?</p> <p>Is this question clear? Do we understand it?</p> <p>Is this question easy or hard to answer? Why?</p> <p>Does this question ask us to evaluate something? What?</p> <p>Do we all agree that this is the question?</p> <p>To answer this question, what other questions must we answer first?</p> <p>I'm not sure I understand how you are interpreting this question. Is this the same as _____?</p> <p>How would _____ state the issue?</p> <p>Why is this issue important?</p> <p>Is this the most important question, or is there an underlying question that is really the issue?</p>	

Effective Feedback Tips

1. What are traits of effective feedback?
 - a. Be nonjudgmental: focus on action, not the person.
 - b. Focus on immediate, specific issues
 - c. Address behaviors that the student can change
 - d. Ensure feedback is well-timed & expected
 - e. Cover one point at a time; don't overwhelm
 - f. Provide balance: positive as well as corrective.
 - g. Give anticipatory guidance, providing feedback to guide students in possible issues that could arise within a certain situation; suggestions and reminders; alert students to potential problems.
2. Feedback tips
 - a. Ask students to self-assess; this opens doors for coaching
 - b. Raise issues with questions: "*What is your assessment of....?*"
 - c. For problems, use "talk about" instead of questions: "*Talk about the difficulties with.....*"
 - d. Use "we" instead of "you" to describe problems: "*When did we first start to run into problems with the prep?*"
 - e. Remember 3 parts of feedback: problems, causes & solutions
 - f. End with praise or encouragement

Academy for Academic Leadership. (2011). *Clinical Teaching Tips*.