

Description

All teaching and learning begin with the fundamental step of asking a question. Classroom discourse, specifically questioning by the teacher, has a direct impact on the students' cognitive processes, as it directly supports their cognitive engagement.

Questions that focus on the recall of basic facts usually result in lower student cognitive levels, whereas higher order questions provide students the opportunity to verbalise their problem-solving strategies and hence effectively scaffold their understanding of concepts and construction of knowledge.

At this half-day workshop, we will be examining how we can facilitate deeper inquiry and critical thinking through asking good questions.

Duration

0.5 day (3 hours)

Programme Content

This Programme will cover the following topics:

1. Role of questioning in teaching and learning
2. 4E X 2 Instructional Model
3. Perry's Model of Cognitive Development
4. Common Issues in Questioning
5. Critique and Practice of Questioning

Note: This workshop is conducted in collaboration with LKCMedicine, and is similar to the "Questioning to Facilitate Deep Inquiry" workshop offered by LKCMedicine for their teaching faculty. In addition to covering the same topics and activities, this three-hour version will place greater emphasis on the facilitation aspect of questioning.

Target Audience

Clinical teachers and educators, including Associate PDs, Core Clinical Faculty Members (CCFMs), Clinical Educator Leads (CELs) and Subject leads from all healthcare professions

Facilitating Deep Inquiry

Learning Outcomes

At the end of the programme, participants will be able to:

1. Differentiate the levels of inquiry;
2. Identify the types of questions that map unto different levels of inquiry;
3. Effectively engage students in open-ended discussions, investigations, and reflections through questioning; and
4. Facilitate rich classroom dialogue where students can be asked to critique others' responses, fostering a classroom environment where students are co-creators of knowledge.

Methodology

Methodologies used will include formal presentations, group discussions and activities.

Training Capacity

30 participants per run

About the Organiser

Officially established on 19 July 2002, the National Healthcare Group (NHG) College plays an instrumental role in facilitating the continuous learning and development of our workforce, as well as, promoting systems improvement and driving leadership development in NHG. NHG College collaborates with renowned institutions and industry partners to build the pipeline and collective capacities of our leaders, educators, healthcare professionals and staff to support NHG in serving and managing the health of our patients and the population.