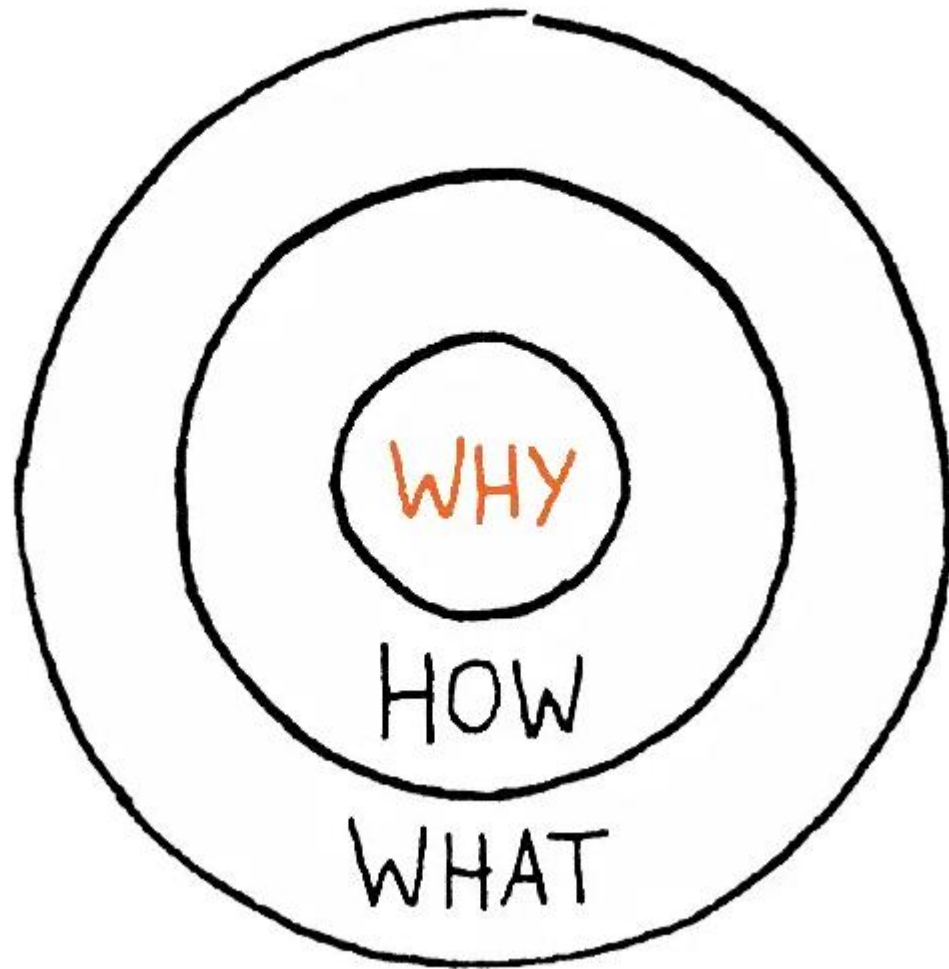




Questioning models

To support learning in Sport Structures tutor, assessor and verifier training

Effective questioning



- Facilitates a player centered approach
- Provides immediate feedback on level of understanding which can then be used to identify further coaching support needed
- Supports reflective practice
- Encourages self discovery
- Facilitates learning through active discussion
- Builds critical thinking skills and encourages thought
- Improves listening skills

<https://www.youtube.com/watch?v=WgzjMZjfdY>

Types of questions

- Closed
- Open
 - Reflective
 - Hypothetical
 - Follow on
 - Probe
 - Funnel
 - Drill (focused)
 - Leading



Open and closed questions

Open	Closed
Variety of possible answers	Small number of possible answers
Provides no direction	Draw out specific facts
Develops an open conversation	Good for: Concluding a discussion / making a decision Frame setting i.e. <i>Are you happy with the service provided by the club?</i>
Can provide insight into thoughts / feelings / opinions	
Danger that discussion can lose focus	

Q. Can you check for learning and understanding using a closed question?

Reflective and hypothetical questions

- Reflective: Makes an individual look back over what or how they have learned. Takes what has been said, rephrase and reflect it back to test own understanding and encourage others to talk

“Am I correct in thinking that.....”

- Hypothetical: Used to introduce a new idea or concept, lead towards agreement, challenge a response without causing offence/defensiveness.

What if? How about?

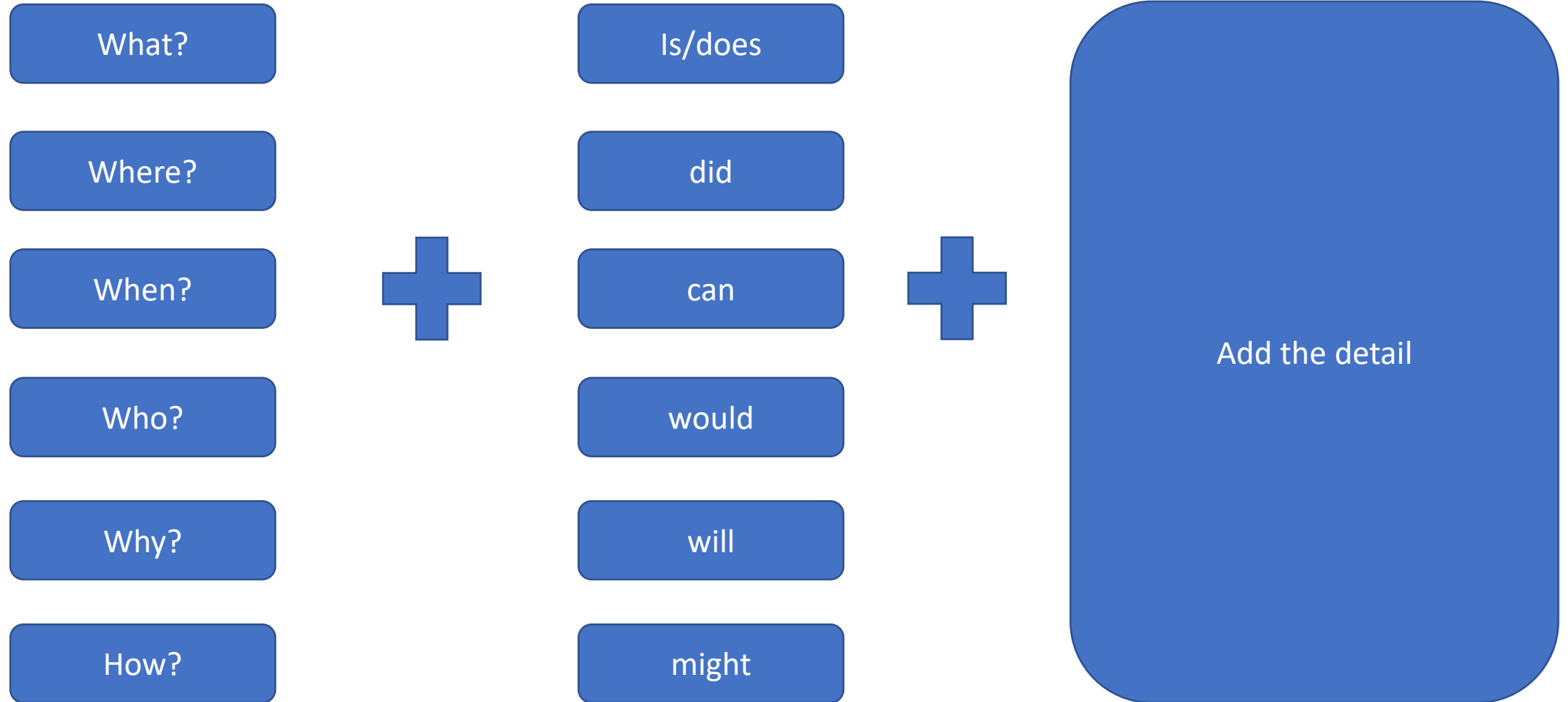
What is the danger of using a hypothetical question with a beginner player?

Leading questions



- Predisposes the respondent to reply in a particular way, influencing the response:
- Assumption *'How many points do you think we will lose by today?'*
- Giving a choice between two options *'Don't you think you're better defensively rather than offensively?'*
- Personal appeal to agree *'Chloe is a great player, don't you think?'*

Effective questioning



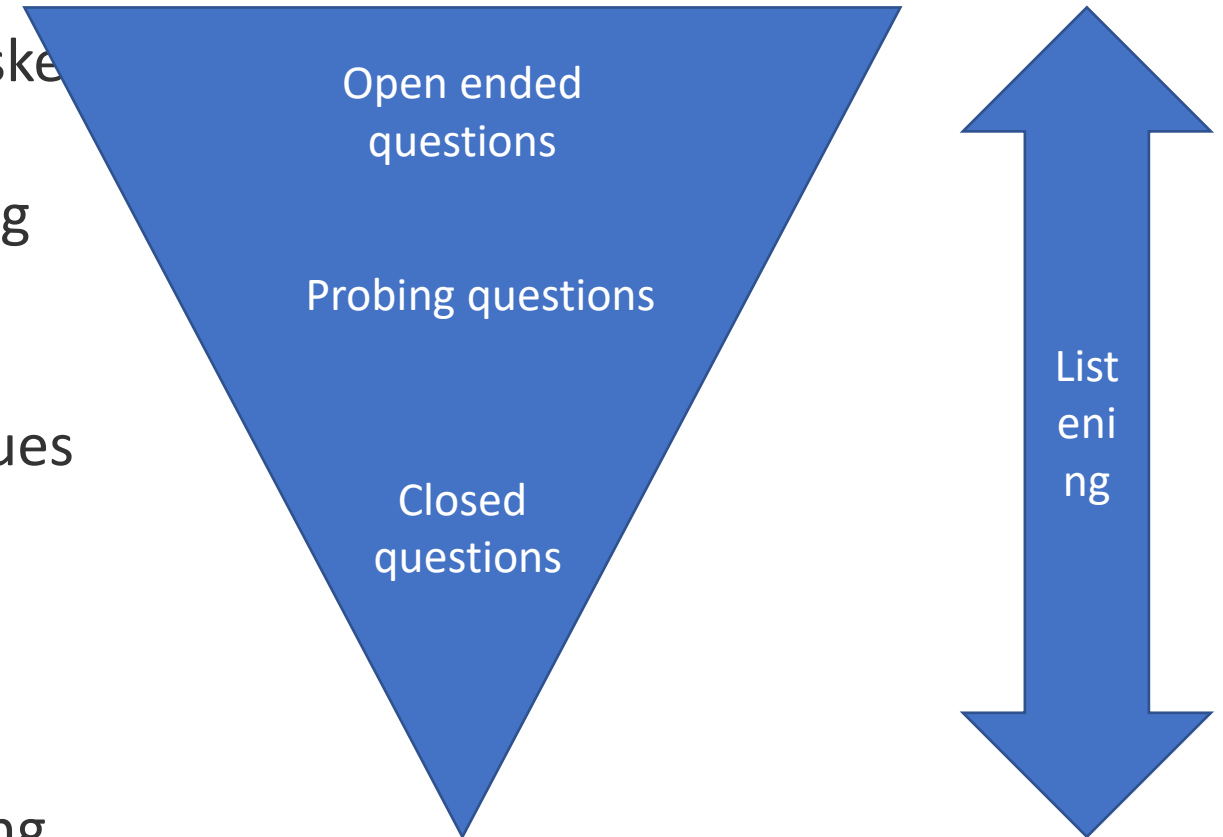
Questioning Grid

	Is / Are	Did / Do	Can	Would / Should	Will	Might / Could
What	Factual			Predictive		
Where						
When						
Who						
Why	Analytical			Application	Synthesis	
How						

Follow on questions

- Probe “Tell me about defending the basket”
- Funnel “What’s the importance of having depth in defence”?
- Drill “Tell me about the specific techniques required to have depth in defence”?

Techniques involve starting with general questions (might be closed) and then drilling down to a more specific point. Usually, this will involve asking for more and more detail at each level.

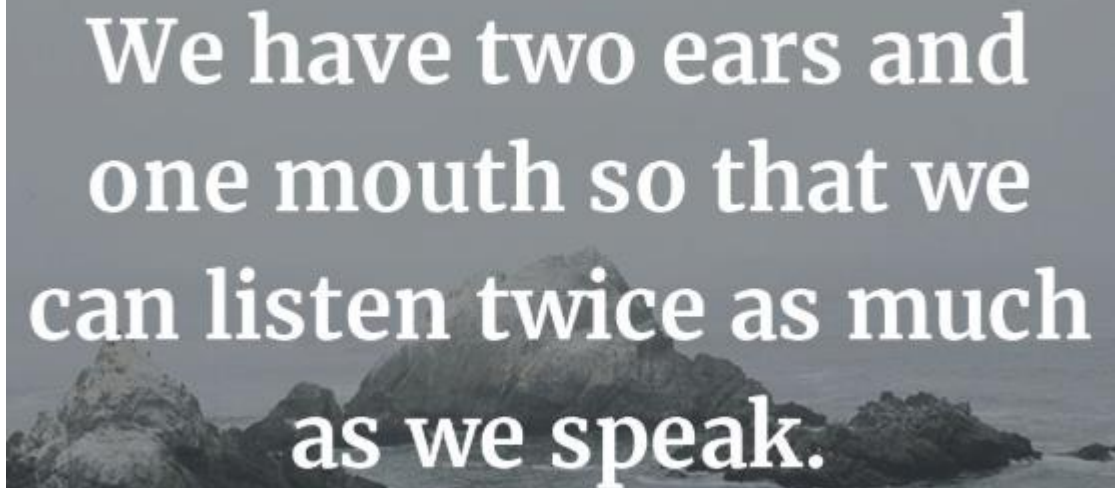


Listening

LISTEN is an anagram of SILENT

People will differ in their learning styles i.e. some will respond immediately, others will pause and reflect.

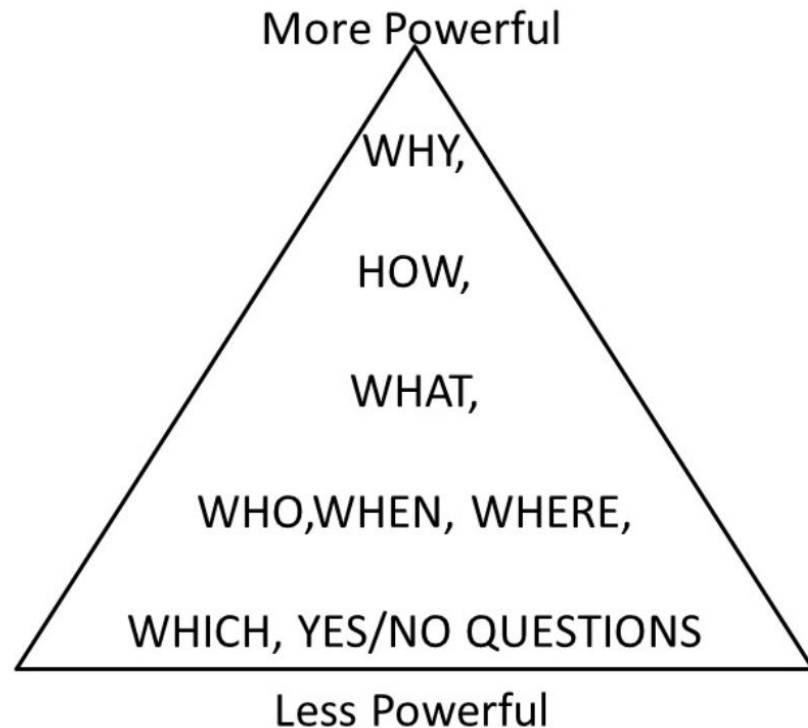
Silence sometimes gives them time to consider and internally "digest" the information



We have two ears and
one mouth so that we
can listen twice as much
as we speak.

Why?

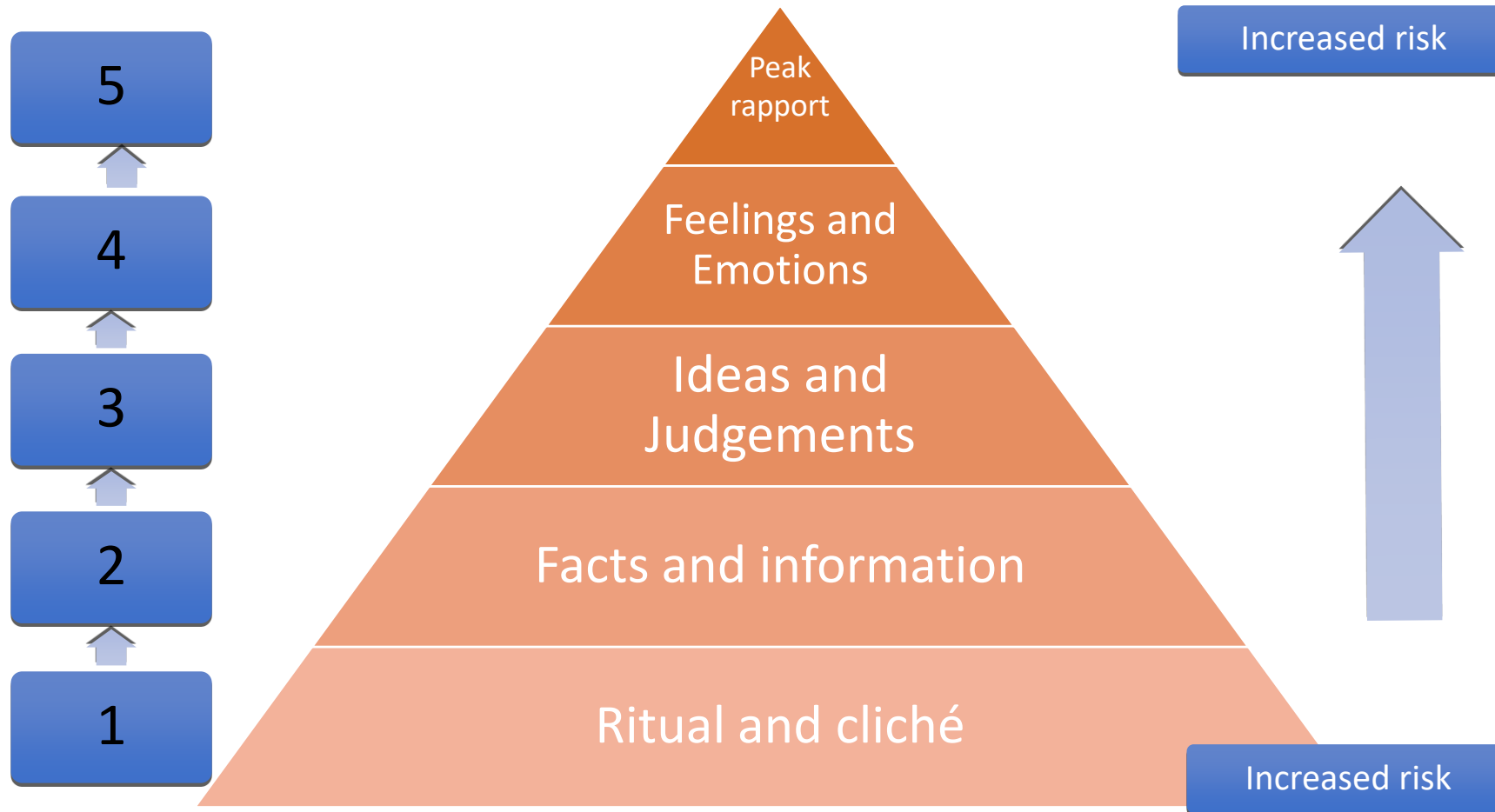
Powerful Questions – from The Art of Powerful Questions:
Catalyzing Insight, Innovation, and Action by Eric E Vogt,
Juanita Brown, and David Isaacs



There is the belief that when the 'why' question is asked, it stimulates a defensive response.
Should we as coaches avoid the why question?
How have we used it successfully?

Depth of questions

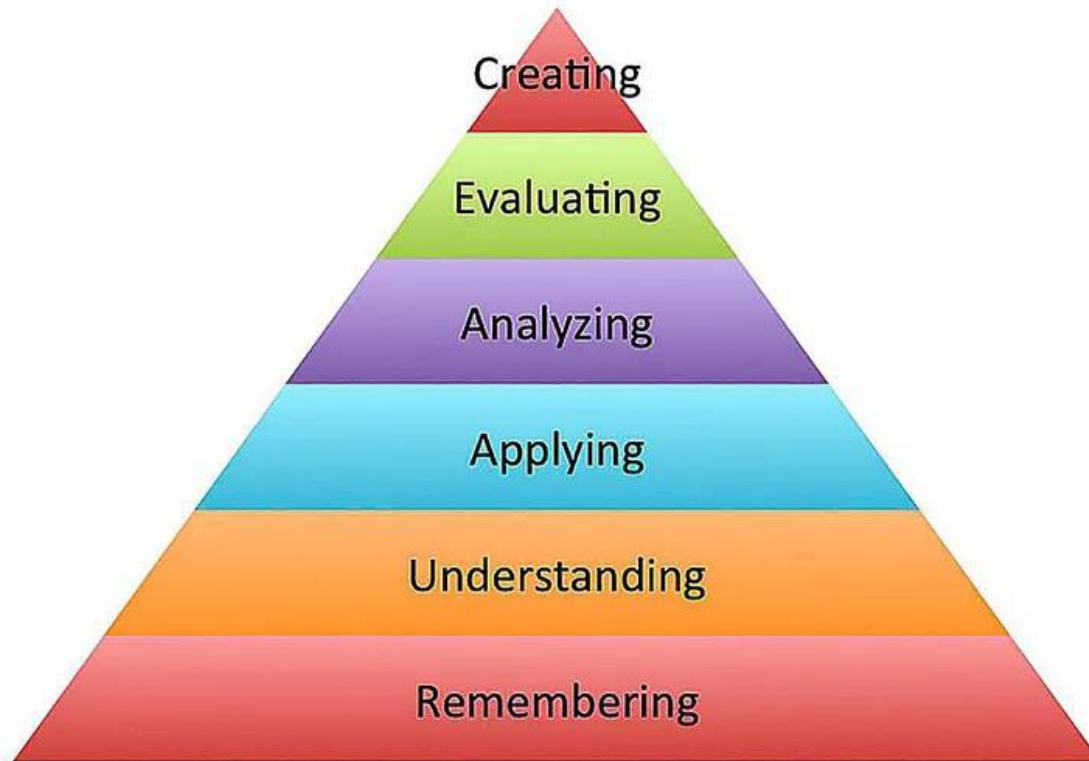
- Whichever approach to questioning you chose, it is important to make sure you are gaining the true information from the player.
- The depth of questioning will progress from basic information to genuine feelings and emotions.
- A skilled questioner can seek to through a series of questions understand more about a players depth of knowledge and understanding



What are the risks is using this approach?

Depth of questions

The New Version of Bloom's Taxonomy



Application for the 3 bears story(!)....

Remembering

What food was too hot?

Understanding

Why didn't the bears eat the porridge?

Application

List the sequence of events in the story.

Analysis

Why do you think Goldilocks went for a sleep?

Creating

How could you re-write this story with a city setting?

Evaluation

Why has this story been told over and over again throughout the years?

.

Responding to questions

- Use of reinforcement
- Use of body language
- 'Can you show me what you mean?'
- Further probing
- Rephrasing / refocusing question
- Reflecting and further questioning
- Redirecting
- Pausing

Deal

- The answer to your question is...

Direct back

- Can you explain more...

Delegate

- I think Dan can help us

Dump

- This is not relevant for now

Deflect

- What does everyone else think?

Divide

- Your friend Shauna thinks differently

Delay

- Can we come back to this later?

Defuse

- Lets take the heat out of this...

Questioning techniques

Pose, Pause, Pounce, Bounce....



POSE

Give the context of your approach and provide a question/series of questions to get players thinking



PAUSE

Give players time to think



POUNCE

Nominate a player to answer the question(s) directly



BOUNCE

Ask another player their opinion of player A's answer (irrespective if its correct or not). Discuss, stretch and challenge the group before providing the answer

TED....

Tell

- Tell me more about...

Explain

- Explain what you mean by

Describe

- Describe what you saw

6Ws....

What?

Where?

When?

Who?

Why?

How?

Keeping the discussion going

- Can you think of....
- Give me more detail about.....