

Questioning ‘Questioning’: Examining the Use of Questioning as an Interactive Teaching Tool in Higher Education

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KEYWORDS Constructivist Learning. Staff Development. Student Attainment. Student Participation. University Teaching

ABSTRACT Questioning is an essential component of effective teaching. The extent to which lecturers are able to ask appropriate questions goes a long way in ensuring content mastery and content application. In this paper we explore questioning as an interactive teaching tool in higher education. The paper is informed by the social constructivist learning theory which asserts that learning is a social practice and learning is construction of meaning by learners through interaction. We argue for the importance of appropriate questioning, its purpose and effect in teaching and learning. Different ways of questioning that ensure effective interactive lecturing are critically discussed. Effective timing of questioning, response rate, dealing with students responses as well as linking questioning to Bloom’s taxonomy of learning objectives, as important issues in appropriate questioning, are also explored. Conclusions are made on the importance of effectively handling questioning as a teaching method and recommendations are given for university teachers to have proper training in questioning.