

## Title: Multiple Ways of Questioning

<p><b>Goals:</b> To have students recognize different ways in which the same question can be asked.</p> <p><b>Description:</b> Often if questions are not phrased exactly as in the book or in class, students are lost as to how to approach a problem. To help train them how to decipher a problem, give students an example question (perhaps from homework or a test). Have students brainstorm different ways they can ask the same question. In particular focus on important synonymous terms as well as casual ways one might ask the same question. Here is an easy example for Calculus I: "Given a function <math>f(x)</math>, determine when the graph is increasing." Alternative phrasing would include:</p> <ul style="list-style-type: none"><li>• "When (or for what <math>x</math> values) is the graph going up hill?"</li><li>• "When is the slope positive?"</li><li>• "When is the first derivative greater than zero?"</li></ul>	<p><b>Strengths:</b> This activity would make a great in-class discussion in small groups. It could also be done individually, and perhaps a few shared in class or on Blackboard.</p> <p><b>Participant Level:</b> WC/G</p> <p><b>Prep Time:</b> S</p> <p><b>Class Time:</b> S, M</p> <p><b>When:</b> A</p> <p><b>Submitted by:</b> Prof. Amy Shell-Gellasch Montgomery College</p>
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### Code Legend:

Participant Level: **WC** (Whole Class); **GR** (Groups); **P** (Pairs); **I** (Individual Students)

Prep / Class / Results Analysis Time: **S** (Short); **M** (Medium); **L** (Long)

When to Use During Semester: **B** (Beginning); **M** (Middle); **E** (End); **A** (Any time)