

## Flipped Classroom

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# A Few Tips on Raising Good Questions

— **Critical Reading of Argumentation**

I. Teaching Objective



II. Teaching Methodology



III. Teaching Procedure



IV. Conclusion



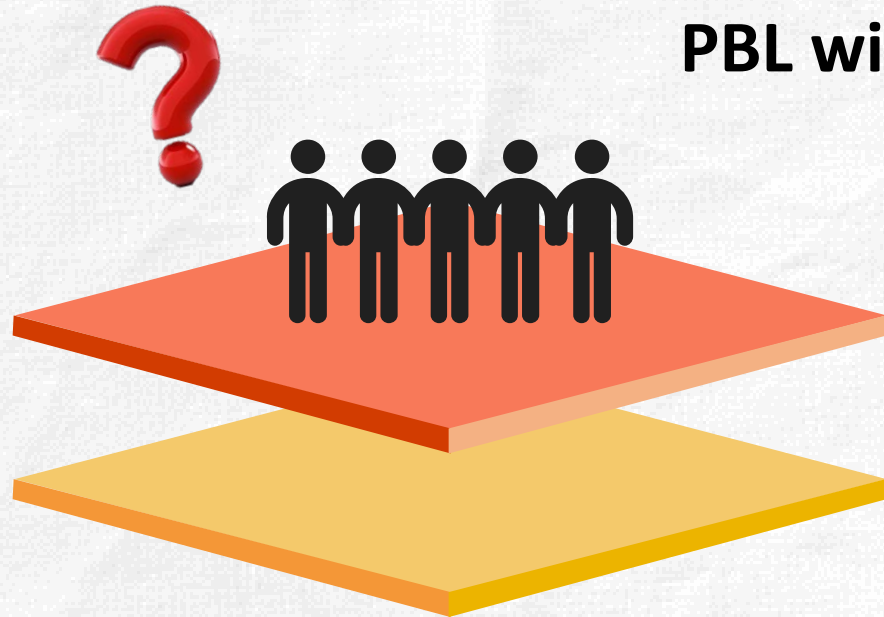
## I. Teaching Objective

**Target students: non-English major sophomore**

- ✓ **To further understand the micro-lecture through practice and discussion;**
- ✓ **To form the habit of raising critical questions while reading argumentation;**
- ✓ **To output logically based on self-evaluation.**



**Cognitive Objectives**



PBL will provide students with opportunities to

- examine and try out what they know
- discover what they need to learn

**Further Practice**



### III. Teaching Procedure

Review 2 minutes

#### Tip 1. Elements of good questions:

- ✓ aim at acquiring unknown knowledge or discussing unclear information, **not at nitpicking**;
- ✓ with **specific** and concise expressions and **objective** attitude;
- ✓ base on preliminary thinking, reasoning, or document consultation, **not brainless imagination**;
- ✓ .....



### III. Teaching Procedure

Review 2 minutes

Tip 2. **RAISE** questions within five steps:



**R A I S E**

**Review**

title and thesis

**Investigate**

evidence

**Evaluate**

conclusion

**Analyze**

supporting ideas

**Summarize**

argumentation

### III. Teaching Procedure

**Review** 2 minutes Tip 3. Practice makes perfect.

#### Homework

1. Read the text again critically, raise three to five **questions**.
2. Write an **argumentation** on the topic of *Effective Communication* within 200 words.



**Check**

**Teacher:**  
**facilitator and mentor**

**Two problems**



### III. Teaching Procedure

#### Problem 1    8 minutes    Are these good questions?

**Requirements:** (work within groups of four)

- Exchange the questions you raised from the text;
- Judge whether they are good questions or not;
- Support your idea with sound argument;
- Summarize the elements you consider as standards of good questions, and be ready to explain them to the class.

**Tip 1**



**Check homework 1**



### III. Teaching Procedure

#### Problem 2    8 minutes    Can I do critical reading?

**Requirements:** (work in pairs)

- Read your partner's argumentation critically and try to raise questions (refer to the 5 steps of RAISE);
- Discuss with your partner about your questions of his/her argumentation;
- Improve your questions after discussion.

**Tip 2**



**Check homework 2**

### III. Teaching Procedure

**Assignment** 2 minutes **Achieve a logical output**

- ✓ Try to find answers to your partner's questions in your argumentation;
- ✓ If it fails, evaluate your own argumentation to find out the flaws of your thinking pattern;
- ✓ Revise your argumentation to make it more logical.



### III. Teaching Procedure

Assignment 2 minutes Achieve a logical output

Suggested reading:

*Asking The Right Questions:  
A Guide to Critical Thinking*

By M. Neil Browne, Stuart M. Keeley



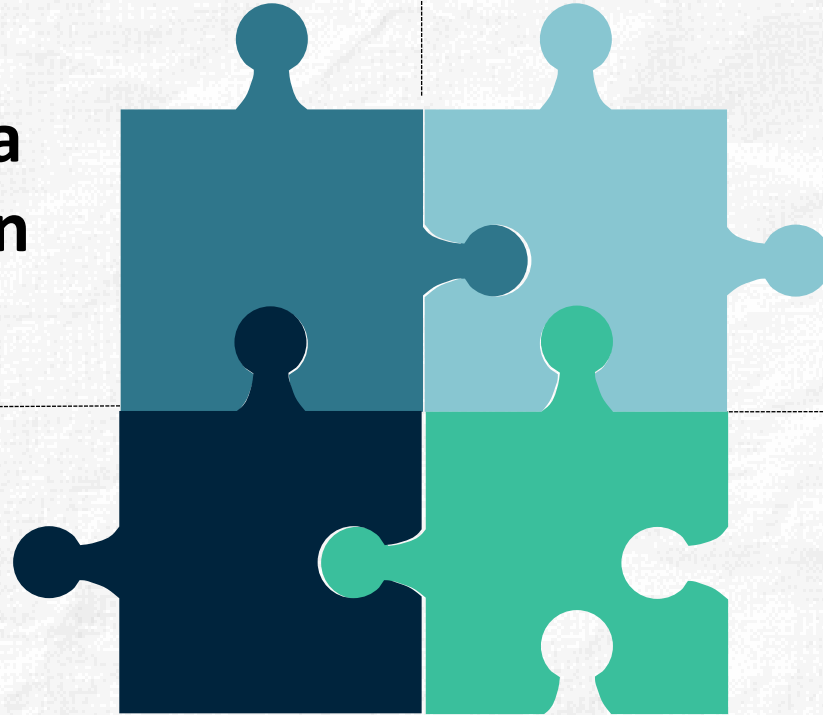
## IV. Conclusion

1.  
**Know**  
what makes a  
good question

2.  
**Learn**  
to raise questions  
with the 5 steps of  
**RAISE**

4.  
**Achieve**  
logical output

3.  
**Form**  
critical  
reading habit



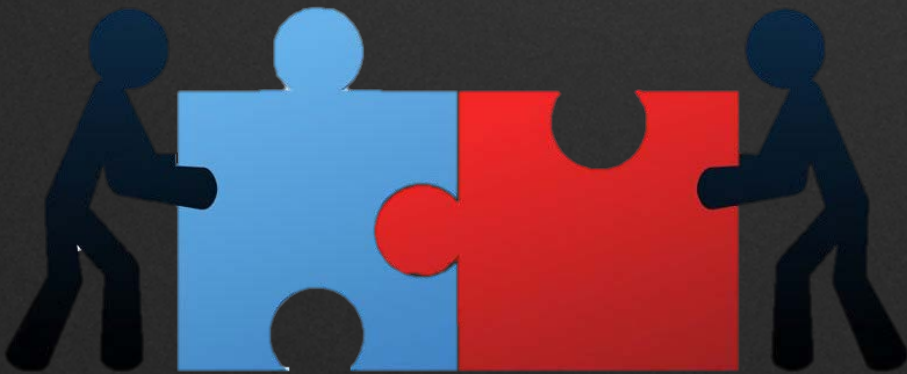


# A long way to go ...

Wisdom begins in wonder.

The unexamined life is not worth living.

— Socrates



**Thank You!**

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