Option2Drive **DITAC**

Driving Instructor Training and Coach

Questioning Techniques.

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Use this guide to understand questioning techniques, as examples that you can use in lessons with your students.

Finding the right questions to ask at the right time takes practice. The ones highlighted in red are typical questions I've used in my driver training. You may have your own, but we all do things differently, and happy for you to share your ideas as we can all learn from each other!

Open Questions.
The questions below are those that require an explanation, rather than a "yes or No".

- What have we agreed for today's lesson?
- How will it be achieved?
- Where are you now in your learning in comparison to where you want to be by the end?
- Ensure it's realistic!
- How can I support you with this?
- How much time is needed? (Realistic goal is 45 mins).
- When do you aim to be ready by?
- How will you know when you've reached, your goal?
- How will you like me to pass you the responsibility for XYZ?

Leading questions:
Leading questions are those that often check the students understanding rather than knowledge-based questions. Can be very useful to ensure the answers are factual.
Here are some examples.

- How can you know the speed limit for the road your on?
- What information do you have to know the speed limit here?
- What determines there are traffic lights around this bend?
- How do you know you have a 2 second gap?

Targeted questions:
These are more specific questions, which target or reinforce what a trainer has seen that a student may have become reactive too.

- What could you anticipate the traffic signals will do?
- What is the recommended following distance in good dry weather?
- What information can you see ahead that tells you that the right lane will merge into you lane in 500 yards?

Questions that target feelings:
These questions target one's feelings towards another's behaviour.
(Thoughts create feelings, and feelings re-inforce a behaviour).

- What are your feelings?
- How did that make you feel?
- How will you feel had you took a different approach?
- How did that make others feel?

Questions that stimulate thought:
Thought provoking questions.
- What will you do when you approach that bend, if your vision is restricted?
- Why is the speed limit applicable to this road?
- How can you know when the limit has changed?
- What other facts do you have?
- What do you think that pedestrian will do next, and how will they likely affect your speed?

Open and closed questions:

Closed questions are those that only have a vague response by the student. These answers are often where the learner either responds with a **Yes or No** answer, or an answer that is only no more than one word! E.g. Traffic, bend, gap, slow, faster!

However open questions are evidently more effective when checking the students understanding. This does not mean you should avoid closed questions that often result in, either a yes or No, or examples shown above. Closed questions can also be very useful when a trainer is limited on time to ask questions those that are more complex questions which may distract.

Remember this simple rule, when the trainer has limited amount of time to ask questions, keep the question simple, easy to understand and to the point. Where time allows, then you may want to consider leading questions to check their knowledge in a specific topic, and their understanding to that topic.

Benefits of open questions:
- Checks students understanding
- It motivates them to provide an explanation of their knowledge to a specific chosen question that had been asked, rather than a simple Yes or No answer!
- Keeps the learner alert, and on their toes
- Doesn't allow the student to become complacent
- Keeps students engaged

Benefits of closed questions:

- Less discussions where limited time is available
- Avoids distraction
- Engages with others with different learning needs and language barriers
- Checks students' intentions