



Asking the Right Questions

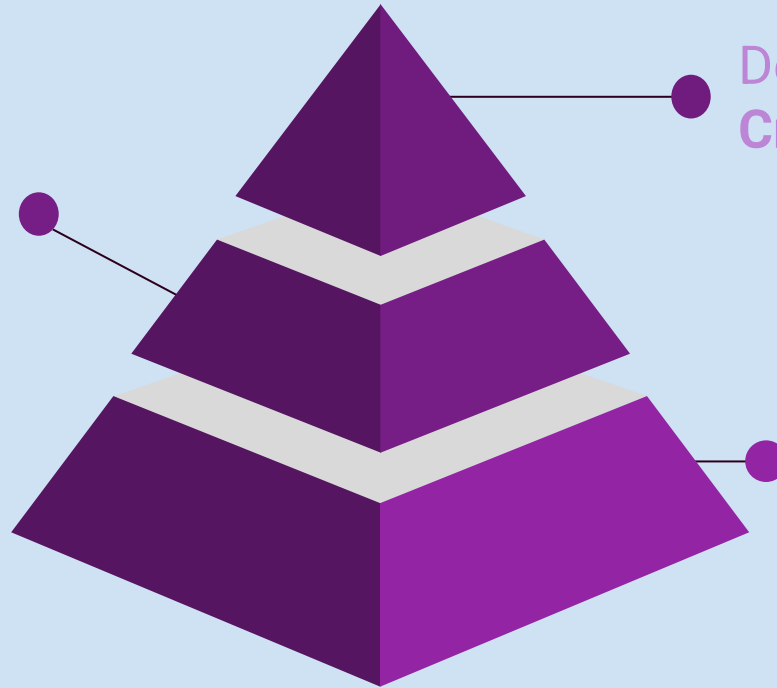
Using Scaffolding to Promote Critical Thinking

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What **are** *scaffolding questions* ?

Scaffolding Questions

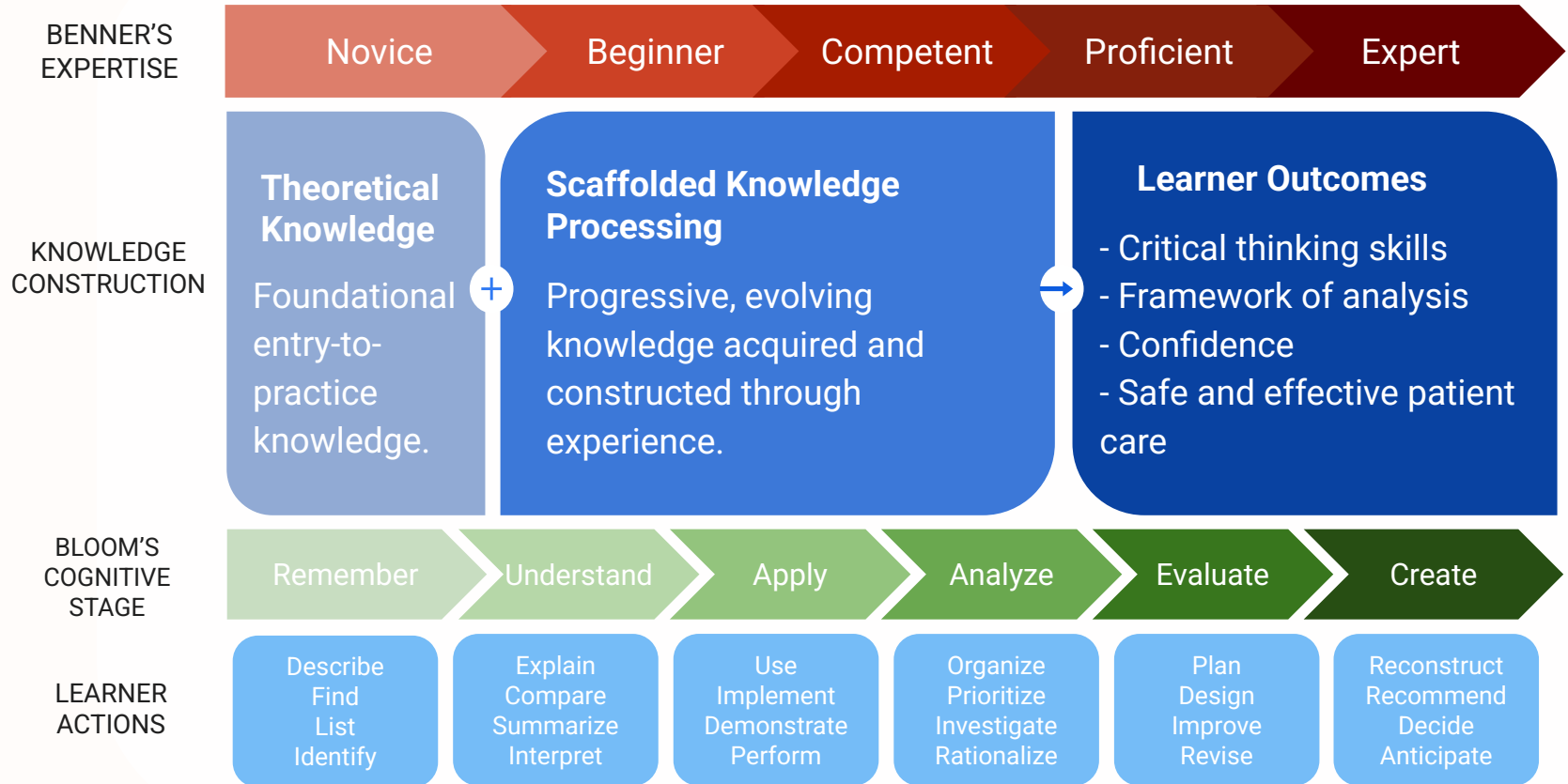
Learner-centered guided evolution with gradual withdrawal of support.



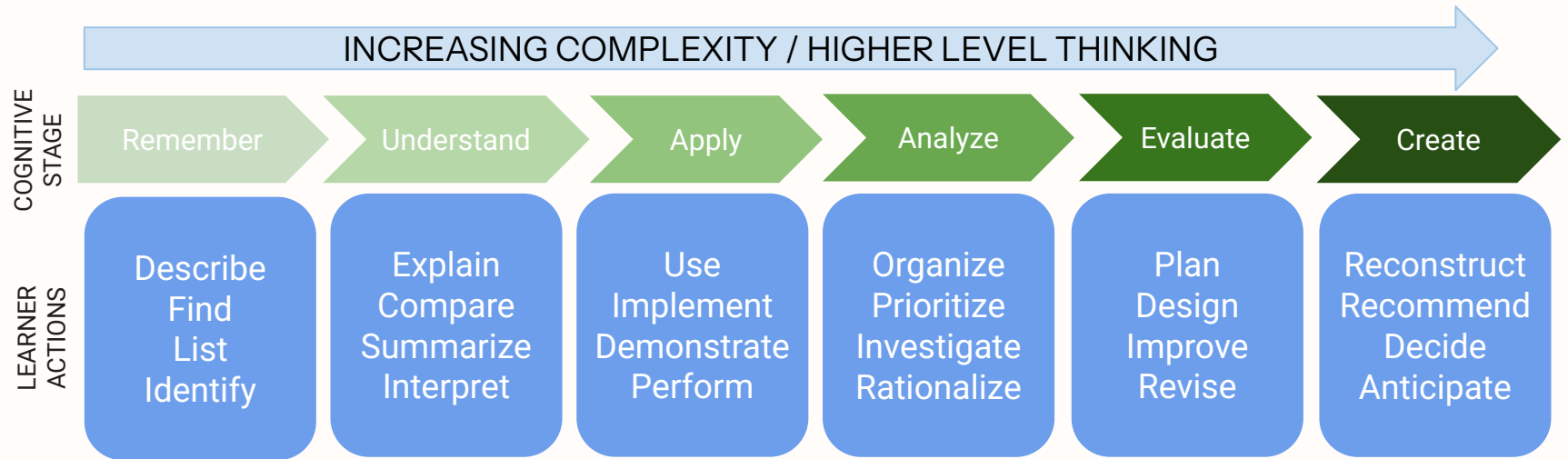
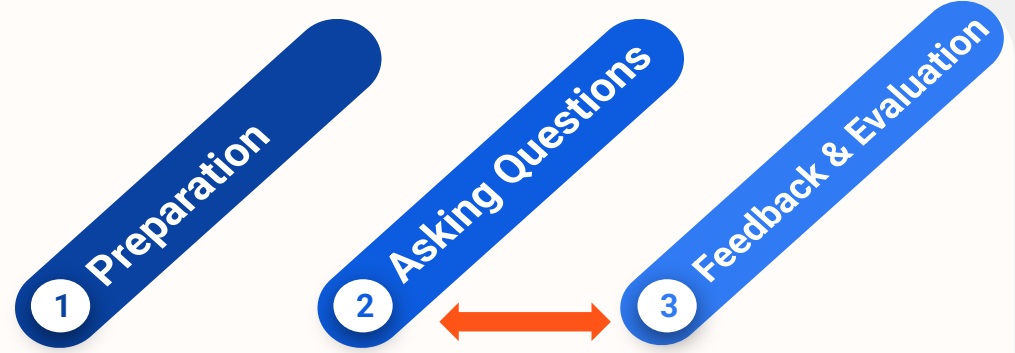
Development of
Critical Thinking

Theoretical
Framework
Rooted in
Constructivism

What is the **theoretical framework** of *scaffolding questions* ?



How do we use scaffolding questions?



Why is *scaffolding questions* relevant and important?

Access to information & technology

- Today's nurses have unprecedented access to information and knowledge,
- Acquisition of knowledge becomes redundant & disengaging.

Increasing healthcare complexity

- Patients increasingly complex,
- Demands on health care systems globally increased,
- Staffing shortages in nursing workforce.

Paradigm shift in education

- Away from teacher as authority,
- Toward teacher as facilitator.

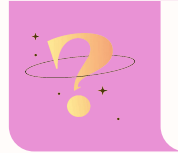
How **effective** are *scaffolding questions*?

Compared to traditional, didactic teaching methods, literature overwhelmingly **supports the use of creative, constructivist teaching strategies to teach clinical reasoning and critical thinking.**

Outcomes of scaffolded education are aligned with the learning goals of nurses **achieving proficiency and expertise, and higher-level cognitive skills:**



Progressive & Evolving Critical Thinking



Develop Framework of Thinking & Analysis



Collaboration, Confidence & Satisfaction



Safe & Effective Patient Care

INCREASING COMPLEXITY / HIGHER LEVEL THINKING

01 Remember

01 What **are** scaffolding questions?

02 Understand

02 What is the **theoretical framework** of scaffolding questions?

03 Apply

03 How do we **use** scaffolding questions?

04 Analyze

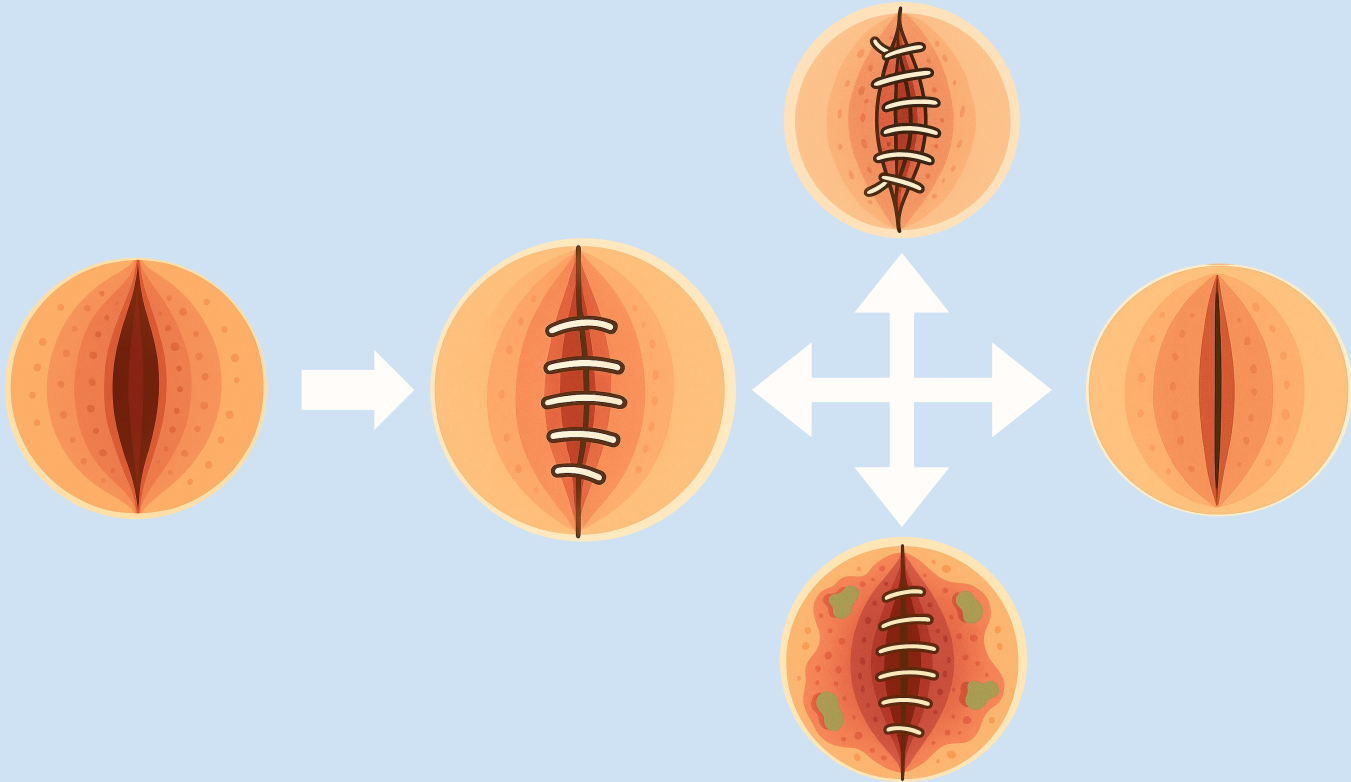
04 Why are scaffolding questions **relevant & important**?

05 Evaluate

05 How **effective** are scaffolding questions?

Create

Reimagining *scaffolding questions*



Eg.

1 Preparation



Jenny, RN (NGG)

2 Asking Questions

Can you demonstrate catheter insertion on this patient?

Which question would be **most** effective to guide her learning?

- a) Can you show me how you maintain sterility?
- b) When should you don the sterile gloves and what is the purpose of doing so?
- c) How will you prioritize the rest of the orders and assessments for Mr. Smith for now that the catheter is inserted?

3 Feedback & Evaluation

You observe her break sterile technique.

X APPLY



BLOOM'S COGNITIVE STAGE



LEARNER ACTIONS



Eg.

1 Preparation



Peter, Nursing Student

2 Asking Questions

Can you review and administer the morning medications for Mrs. Smith?

Which question would be **most** effective to guide his learning?

- a) What type of drug is metoprolol and how does it work?
- b) How can we investigate further? What additional data can we gather about the patient to help inform our next steps?
- c) What do you recommend for the doctor to order for this patient?

3 Feedback & Evaluation

Checks vitals: HR 50, checks order parameters, holds metoprolol.

✓ APPLY



BLOOM'S COGNITIVE STAGE

Remember

Understand

Apply

Analyze

Evaluate

Create

LEARNER ACTIONS

Describe
Find
List
Identify

Explain
Compare
Summarize
Interpret

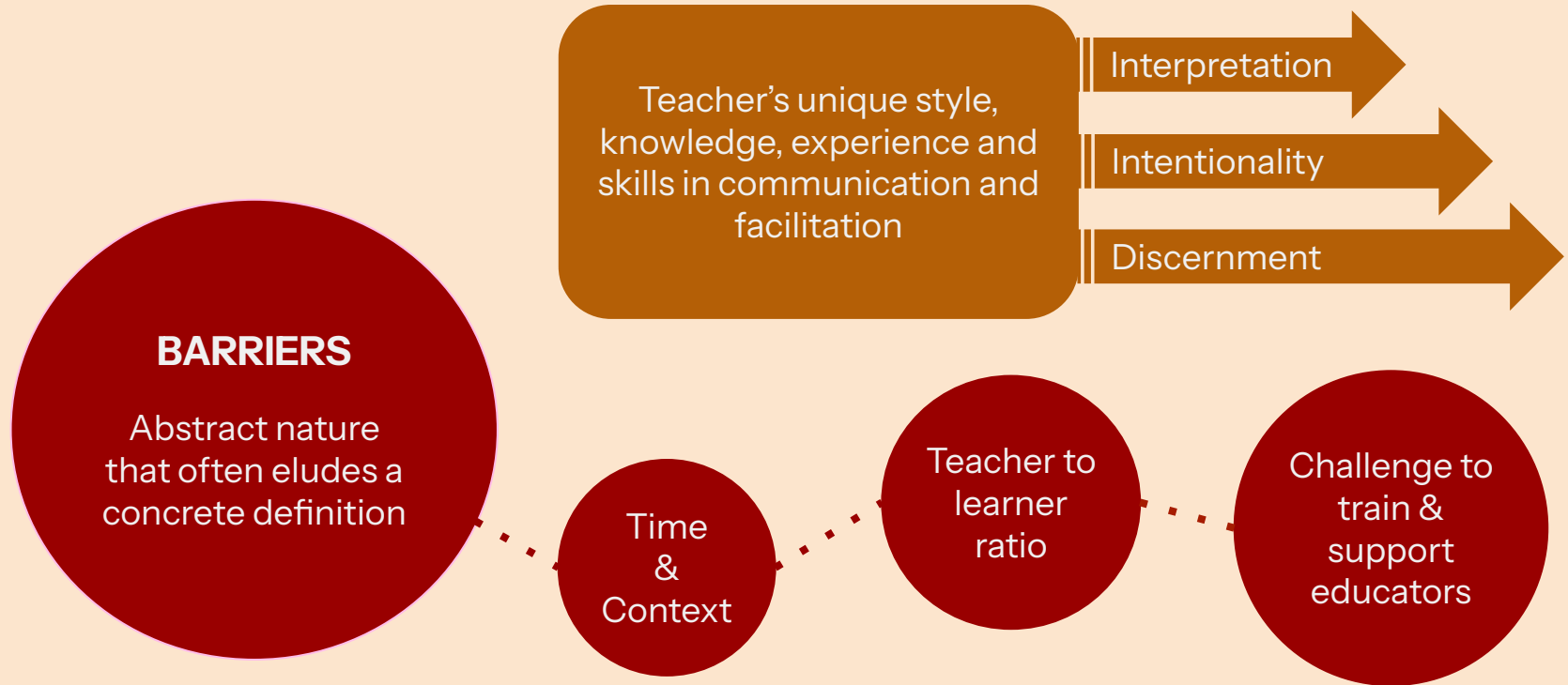
Use
Implement
Demonstrate
Perform

Organize
Prioritize
Investigate
Rationalize

Plan
Design
Improve
Revise

Reconstruct
Recommend
Decide
Anticipate

What do *scaffolding questions* look like in **YOUR** practice ?





Do *you* have
any *questions*
for *me*?



Thank you for
listening,
participating,
and, above all,
teaching!

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