

ASK OPEN-ENDED QUESTIONS: A KEY TO UNLOCKING DEEPER UNDERSTANDING

by:

Jomar C. Rubio

Teacher III, Sibul Elementary School

Asking open-ended questions is an important part of conversation that can help people understand things better in many areas. Open-ended or unstructured questions offer researchers a unique advantage by providing detailed and comprehensive information while allowing for unexpected answers (AKBAŞ, 2023). They have been shown to help students improve their ability to think creatively and communicate mathematically (Septiani et al., 2022). It has been shown that using open-ended questions in the classroom can help students think more critically and understand complicated ideas better (Panggabean, 2022). Also, open-ended questions have helped clear up complex misunderstandings and allowed a deeper look at how epigenetics affects human growth (Snyder et al., 2020).

Many fields have discussed how to use open-ended questions in the study. For example, in mathematics education, oral open-ended questions have been looked at to see how teachers ask questions and how students answer in the classroom (Aziza, 2021). Also, healthcare patient happiness surveys have stressed the importance of both open-ended and closed-ended questions to get full feedback (Semyonov-Tal & Lewin-Epstein, 2021). Open-ended questions have been very helpful in testing students' knowledge of complex ideas and making it easier for them to develop design solutions using virtual reality technology (Yang et al., 2020; Jahwari et al., 2022). Open-ended questions have also been used to determine how dental professionals feel about reflective practice and their effect on them (Nasseripour et al., 2021).

Also, open-ended questions have been used in qualitative research to find themes and better understand complicated problems, like how people in specific communities feel about vaccinating against COVID-19 (Forber-Pratt et al., 2022). They have also been used to measure teamwork and safety attitudes in healthcare situations, revealing key themes that can be used to make procedures better (Hilt et al., 2019). Researchers have examined how open-ended words can help patients and doctors talk to each other better and get patients to ask more questions (Coleman et al., 2022). It has also been shown that open-ended questions are a good way to determine what students know and how ready they are to work with other professionals in senior care (Setiawan, 2022).

There are many areas where the importance of asking open-ended questions, such as schooling, healthcare, and research, must be considered. Open-ended questions are a unique way to get a deeper understanding, spark creative thought, and improve communication. Researchers and practitioners can learn a lot, get more complex answers, and improve critical thinking skills by using open-ended questions in surveys, tests, and qualitative inquiries. It is important to keep using open-ended questions in different situations to improve communication, promote complete understanding, and lead to valuable insights across disciplines.

References:

AKBAŞ, O. (2023). The enhancement of prospective teachers' competence and awareness in the understanding by design. *Participatory Educational Research*, 10(5), 214-232. <https://doi.org/10.17275/per.23.83.10.5>

Aziza, M. (2021). A teacher questioning activity: the use of oral open-ended questions in mathematics classroom. *Qualitative Research in Education*, 10(1), 31. <https://doi.org/10.17583/qre.2021.6475>

Coleman, C., Salcido-Torres, F., & Cantone, R. (2022). "what questions do you have?": teaching medical students to use an open-ended phrase for eliciting patients' questions. *HLRP Health Literacy Research and Practice*, 6(1). <https://doi.org/10.3928/24748307-20211206-01>

Forber-Pratt, A., Burdick, C., & Narasimham, G. (2022). Perspectives about covid-19 vaccination among the paralysis community in the united states.. *Rehabilitation Psychology*, 67(1), 9-19. <https://doi.org/10.1037/rep0000426>

Hilt, A., Kaptein, A., Schali, M., & Schaik, J. (2019). Teamwork and safety attitudes in complex aortic surgery at a dutch hospital: cross-sectional survey study (preprint). <https://doi.org/10.2196/preprints.17131>

Jahwari, L., Garaj, V., & Harrison, D. (2022). Embedding immersive technologies into product design education: students' awareness of virtual reality as a tool to support the development of design solutions. <https://doi.org/10.35199/epde.2022.4>

Nasseripour, M., Gallagher, J., & Ranauta, A. (2021). Reflect and develop: a pilot study to explore perceptions and to test the impact of a short course on reflective practice amongst dental practitioners undertaking continuing professional. *European Journal of Dental Education*, 26(1), 11-20. <https://doi.org/10.1111/eje.12667>

Panggabean, E. (2022). Effectiveness of using conceptualized acquisition with open ended quessisted model to improve student's critical thinking ability. *Eduvest - Journal of Universal Studies*, 2(4), 724-734. <https://doi.org/10.36418/edv.v2i4.421>

Semyonov-Tal, K. and Lewin-Epstein, N. (2021). The importance of combining open-ended and closed-ended questions when conducting patient satisfaction surveys in hospitals. *Health Policy Open*, 2, 100033. <https://doi.org/10.1016/j.hpopen.2021.100033>

Septiani, S., Retnawati, H., & Arliani, E. (2022). Designing closed-ended questions into open-ended questions to support student's creative thinking skills and mathematical communication skills. *Jtam (Jurnal Teori Dan Aplikasi Matematika)*, 6(3), 616. <https://doi.org/10.31764/jtam.v6i3.8517>

Setiawan, I. (2023). Improvement of students' knowledge and readiness after a short course pilot of ipe in geriatric care. *Jurnal Pendidikan Kedokteran Indonesia the Indonesian Journal of Medical Education*, 12(3), 338. <https://doi.org/10.22146/jpki.84788>

Snyder, K., Pittard, C., Fowler, A., & Watson, C. (2020). "epic-genetics": an exploration of preservice helping professionals' (mis)understanding of epigenetic influences on human development. *Teaching & Learning Inquiry the Issotl Journal*, 8(1), 122-137. <https://doi.org/10.20343/teachlearningqu.8.1.9>

Yang, D., Streveler, R., Miller, R., Şenocak, İ., & Slotta, J. (2020). Using schema training to facilitate students' understanding of challenging engineering concepts in heat transfer and thermodynamics. *Journal of Engineering Education*, 109(4), 743-759. <https://doi.org/10.1002/jee.20360>