An engaging and inclusive classroom discussion happens when students have engaged deeply with a text. Assigning critical pre-reading questions before class allows for critical reflection of complex and contentious topics. Consider assigning one question from each category to students; you may choose to ask students for specific examples from the text. The following questions are adapted from Brookfield & Preskill (2005), p. 56:

| EPISTEMOLOGICAL QUESTIONS | • To what extent does the writing / reading / lyrics seem culturally biased?  
|                          | • To what extent are description and prescription confused in an irresponsible and inaccurate way? Can you provide specific examples?  
|                          | • To what extent are the central insights grounded in documented empirical evidence?  
|                          | • To what extent are the ideas presented an uncritical extension of the paradigm within which the author works?  
|                          | • What can you identify as the author’s context, and why is this important?  
| EXPERIENTIAL QUESTIONS    | • How do the metaphors used in the text compare to the metaphors you use to describe your own similar experiences?  
|                          | • How do comparisons / examples in the text relate or differ from your own experiences?  
|                          | • What experiences are omitted from the text that strike you as important?  
|                          | • If the text addresses experiences with which you are familiar, to what extent are these congruent with or contradicted by your own experiences?  
| COMMUNICATIVE QUESTIONS   | • To what extent does the text use a form of specialized language that is unjustifiably distant from colloquial language?  
|                          | • To what extent is the text connected to practice / the real world / the present day?  
|                          | • What voices are heard in the text?  
| POLITICAL QUESTIONS       | • Whose interests are served by the publication of this text?  
|                          | • What contribution does the text make to the understanding and realization of democratic forms and processes?  
|                          | • To what extent does this text challenge or confirm existing ideologies, values, and structures?  