

Artifact 3: Question Redesign

1. Original Question: What do you think about news framing, is it just a headline and introduction or reflect some implicit purposes?

Redesign #1: When journalists choose certain words, angles, or visuals in a news story, how might those choices influence the way audiences understand the issue? Can you think of examples where framing shaped your own interpretation of a news event?

Redesign #2: If two different news organizations report the same event but emphasize different aspects of it, how might that reflect deeper editorial priorities or assumptions rather than just stylistic differences in headlines and introductions?

2. Original Question: What could be inner causes that play roles while framing a news?

Redesign #1: What kinds of factors—such as professional norms, newsroom routines, time pressure, or organizational expectations—might influence how journalists frame a news story?

Redesign #2: How might a journalist's background, professional training, or personal experiences shape the way they interpret and frame a news event?

3. Original Question: Who are the actors and policies while framing a news at the organizational level? Given that, do you think personal bias of the editors or organization's editorial policies may influence news framing?

Redesign #1: Within a newsroom, which actors--such as reporters, editors, managers, or owners--might influence how a story is framed? How might their roles and responsibilities shape the final version of the news?

Redesign #2: How might editorial policies and professional norms within a news organization interact with individual editors' judgments when deciding how a story should be framed?

4. Original Question: Do you think non-journalists can also play roles indirectly while framing news when news organizations might have vested interests to serve purpose of advisertisers or any political views?

Redesign #1: In what ways might external actors—such as advertisers, political institutions, or public relations professionals—indirectly influence how news stories are framed?

Redesign #2: How might economic or political pressures shape the framing of news even when journalists attempt to maintain professional independence?

5. Original Question: Can anybody from your personal experiences share any example when you planned to frame a news in one way but was forced by your supervisor to frame it differently?

Redesign #1: For those who have worked in journalism or media-related fields, can you share an experience where your original approach to a story changed during the editorial process? What factors influenced that change?

Redesign #2: How might negotiations between reporters and editors shape the final framing of a news story? If you have personal or observed experiences, what can they tell us about newsroom decision-making?

6. Original Question: Given news framing is a collective output that transports the organization's editorial views, how will you explain objectivity or neutrality of journalism?

Redesign #1: If news framing reflects collective decisions within a newsroom, how should we understand the concept of journalistic objectivity? Is it an achievable practice, a professional ideal, or something else?
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Redesign #2: How can journalists attempt to maintain fairness or balance in reporting when framing decisions are influenced by organizational routines and editorial perspectives?
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From your experience, what is the purpose for developing strategic questions and what did you learn from personally engaging with yours and others' questions?

Answer: From my experience, the purpose of developing strategic questions is to move classroom discussion beyond simple recall of information and toward deeper dialogue and critical engagement. Standard classroom questions often focus on verifying whether students understand a concept, but strategic questions are designed to open space for multiple perspectives, encourage students to connect theory with real-world experiences, and stimulate analytical thinking. By asking questions that do not have a single predetermined answer, instructors can create an environment where students actively participate in knowledge construction rather than passively reproducing information.

Through this activity, I also learned that the way a question is framed significantly shapes the direction and depth of classroom dialogue. When questions are more open-ended and reflective, they invite students to share different interpretations, challenge assumptions, and build on each other's ideas. This type of questioning can help students develop confidence in expressing their own viewpoints while also learning to listen and respond to others.

Engaging with both my own questions and those developed by my peers helped me realize that effective strategic questioning requires intentional design. It is not simply about asking more questions, but about asking questions that encourage reflection, comparison, and exploration of underlying assumptions. Listening to others' redesigned questions also showed me how different phrasing can shift a discussion from a narrow answer toward a broader exploration of issues.