

“Our neural loops don't snap back to their former state the way a rubber band does; they hold onto their changed state. And nothing says the new state has to be a desirable one.”

sphere of their brains removed to relieve this debilitating condition. Amazingly the remaining hemisphere is typically able to respond and take on the functions of what previously were being carried out by the damaged hemisphere. Coming back to our concerns about the impact of the excessive use of electronic media on our brains, such as the Internet, Carr cautions:

“Our neural loops don't snap back to their former state the way a rubber band does; they hold onto their changed state. And nothing says the new state has to be a desirable one. Bad habits can be ingrained in our neurons as easily as good ones.”

Lastly, what I believe is of particular concern to those of us involved with schools, those of us entrusted with the education of our youth, those of us who devote our lives to teaching, is this caution:

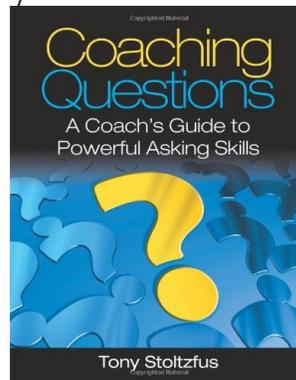
“The great danger we face as we become more intimately involved with our computers – as we come to experience more of our lives through the disembodied symbols flickering across our screens – is that we'll begin to lose our humanness, to sacrifice the very qualities that separate us from machines. The only way to avoid that fate ... is to have the self-awareness and the courage to refuse to delegate to computers the most human of our mental activities and intellectual pursuits, particularly tasks that demand wisdom.”



Coaching Questions A Coach's Guide to Powerful Asking Skills

By Tony Stoltzhus
Self-published,
www.Coach22.com, 2008

Reviewed by Luci Englert McKean,
NSRF Special Projects Manager and
CFG Coach in Indiana luci@nsrfharmony.org



As a relatively new CFG Coach, one of my first concerns has been training my brain (and my mouth, which sometimes engages before my brain) in the proper creation of probing questions. My mentor and other experienced coaches assured me that with more practice, I'd develop more facility. But I didn't want to lead my new CFG group astray by not modeling good (or at least acceptable) probing questions.

I thought there must be more guidance available somewhere in developing good probing questions. As I Googled, I learned that “probing questions” have vastly different meanings and desired outcomes in different occupations than I'd expected. Human resources people may “probe” for information a job candidate might want to keep hidden; salespeople “probe” for details that manipulate a customer toward a purchase. Neither of these perspectives are necessarily helpful to CFGs.

Then I lucked out by finding *Coaching Questions* by Tony Stoltzhus. Although the book isn't written specifically for educators, quite a lot of its content is very relevant