

## How to Ask Questions that Prompt Critical Thinking

1. Avoid questions that have an easy one-dimensional answer.
2. Plan your questions in advance, utilize Bloom's Taxonomy to identify whether they are likely to prompt, "higher order thinking".

### Example Question Constructs Related to Bloom's Revised Taxonomy of Cognitive Processes

#### 1. Knowledge: the ability to recall facts, opinions and concepts

Exhibits previously learned material by recalling facts, terms, basic concepts and answers.

<i>What is . . . ?</i>	<i>When did ____ happen?</i>
<i>How would you explain . . . ?</i>	<i>Why did . . . ?</i>
<i>How would you describe . . . ?</i>	<i>How would you show... ?</i>
<i>Can you select... ?</i>	<i>Who were the main . . . ?</i>
<i>Can you list three ... ?</i>	<i>Who was . . . ?</i>

#### 2. Comprehension: the ability to interpret information in one's own words

Demonstrating understanding of facts and ideas by organising, comparing, translating, interpreting, giving descriptions and stating main ideas.

<i>How would you compare . . . ? contrast.. ?</i>	<i>Explain in your own words . . . ?</i>
<i>What facts or ideas show . . . ?</i>	<i>What evidence is there that...?</i>
<i>Explain what happened .... what is meant. ..?</i>	

#### 3. Application: the ability to apply what is learned to a new situation

Solving problems by applying acquired knowledge, facts, techniques and rules in a different way.

<i>What examples can you find to . . . ?</i>
<i>How would you show your understanding of. .. ?</i>
<i>What approach would you use to ... ?</i>
<i>What might have happened if. . . ?</i>

#### 4. Analysis: ability to determine internal relationships

Examining and breaking information into parts by identifying motives or causes; making inferences and finding evidence to support generalisations.

<i>What inference can you make from. . . ?</i>	<i>How would you classify . . . ?</i>
<i>How would you categorize . . . ?</i>	<i>Can you identify the difference parts... ?</i>
<i>What is the relationship between . . . ?</i>	<i>What is the function of. . . ?</i>
<i>Can you make a distinction between . . . ?</i>	

## **5. Evaluation: the ability to make judgements using criteria and standards**

Presenting and defending opinions by making judgments about information, validity of ideas or quality of work based on a set of criteria.

*How would you compare .....?*

*Which do you think is better....?*

*What was the value or importance of ..... in ....?*

*What would you have recommended if you had been ....?*

*How would you rate the influence of ..... on the outcome of .....?*

*How would you defend the actions of..... citing authorities?*

*How would you justify . . . ?*

*How would you explain . . . ?*

*How would you support the view . . . ?*

## **6. Creation / Synthesis: the ability to put facts together into a coherent whole, or, creatively achieve a new understanding by linking facts together**

Compiling information together in a different way by combining elements in a new pattern or proposing alternative solutions.

*What might have happened if... ?*

*Can you propose an alternative interpretation to that of .... ?*