Information 001d: Bloom, Thinking and Questioning

Bloom, Thinking and Questioning

Cognitive objective	What Students need to do	Links to thinking	Possible question stems
Knowledge	Define Recall Describe Label Identify Match	Students are more likely to retain information if it is needed for a specific task and linked to other relevant information. Do your questions in this area allow students to link aspects of knowledge for the task	• Describe what you see … • What is the name for … • What is the best one … • Where in the book would you find • What are the types of graph • What are we looking for? • Where is this set?
Comprehension	Explain Translate Illustrate Summarise Extend	Comprehension questions require the students to process the knowledge they already have in order to answer the question. They demand a higher level of thinking and information processing than do knowledge questions.	• How do you think … • Why do you think … • What might this mean … • Explain what a spreadsheet does • What are the key features … • Explain your model … • What is shown about … • What happens when …
Application	Apply to new situations Demonstrate Predict Employ Solve Use	Questions in this area require students to use their existing knowledge and understanding to solve a new problem or to make sense of a new context. They demand more complex thinking. Students are more likely to be able to apply knowledge to a new context if it is not too far removed from the context with which they are familiar.	• What shape of graph are you expecting? • What do you think will happen?… Why? • Where else might this be useful? • How can you use a spreadsheet to …? • Can you apply what you now know to solve …? • What does this suggest to you? • How does the writer do this?
Analysis	Analyse Infer Relate Support Break down Differentiate Explore	Analysis questions require students to break down what they know and reassemble it to help them solve a problem. Those questions are linked to more abstract, conceptual thought that is central to the process of enquiry.	• Separate … (e.g. fact from opinion) • What is the function of … • What assumptions are being made • What is the evidence … • State the point of view … • Make a distinction … • What is this really saying? • What does this symbolise?
Synthesis	Design Create Compose Reorganise Combine	Synthesis questions demand that students select and combine information from different sources to respond to unfamiliar situations or solve new problems. There is likely to be a great diversity of responses.	• Propose an alternative … • What conclusion can you draw … • How else would you … • State a rule … • How do the writers differ in their response to …
Evaluation	Assess Evaluate Appraise Defend Justify	Evaluation questions expect students to use their knowledge to form judgements and defend the positions they take up. They demand very complex thinking and reasoning.	• Which is more important/moral/logical • What inconsistencies are there • What errors are there … • Why is … valid … • How can you defend … • Why is the order important? • Why does it change?