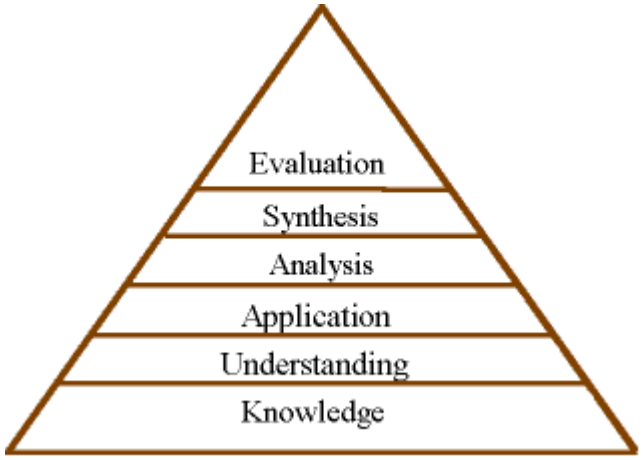
Bloom's Taxonomy – developing questions

Task: read the following worksheet on questioning and try to write a question corresponding to each of Bloom's levels (put them in the boxes provided). This exercise is intended to increase your awareness that there are different sorts of questions which might require different sorts of answers and develop different kinds of skills and knowledge when asked.



In 1956, Benjamin Bloom of the University of Chicago headed a group of educational psychologists who developed a classification of levels of intellectual behaviour important in learning (ways of thinking and acting). Bloom found that over 90 % of the test questions students encounter require them to think only at the lowest possible level...the recall of information. (See Benjamin Bloom, ed. *Taxonomy of educational objectives: The classification of educational goals*. New York: Longmans, 1956). Bloom identified six levels within the cognitive domain, from the simple recall or recognition of facts, as the lowest level, through increasingly more complex and abstract mental levels, to the highest order which is classified as evaluation. It is important, however, to note that all of these levels are necessary for effective learning to occur – we are unlikely to be able to evaluate if we do not have access to basic knowledge…

(Source: http://caribou.cc.trincoll.edu/depts_educ/Resources/Bloom.htm; accessed 29.04.09)

1. ***Knowledge***: arrange, define, duplicate, label, list, memorize, name, order, recognize, relate, recall, repeat, reproduce, state.
   - Remembering; memorizing;
   - Recognizing; recall of information
   - Who, what, when, where, how...?

   Q:

2. ***Understanding (or comprehension)***: classify, describe, discuss, explain, express, identify, indicate, locate, recognize, report, restate, review, select, translate.
   - Interpreting; translating from one medium to another;
   - Describing in one's own words; Retell...
   - Organization and selection of facts and ideas

   Q:

3. ***Application***: apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, sketch, solve, use, write.
   - Problem solving; applying information to produce some result; use of facts, rules and principles
   - How is...an example of...?
   - How is...related to...?
   - Why is...significant?

   Q:

4. ***Analysis***: analyze, appraise, calculate, categorize, compare, contrast, criticize, differentiate, discriminate, distinguish, examine, experiment, question, test.
   - Subdividing something to show how it is put together;
   - Finding the underlying structure of a communication;
   - Identifying motives;
   - Separation of a whole into component parts
   - What are the parts or features of...? ; Outline/diagram...
   - Classify...according to...
   - How does...compare/contrast with...?
   - What evidence can you list for...?

   Q:

5. ***Synthesis***: arrange, assemble, collect, compose, construct, create, design, develop, formulate, manage, organize, plan, prepare, propose, set up, write.
   - Creating a unique, original product that may be in verbal form or physical object; combination of ideas to form a new whole
   - What would you predict/infer from...?
   - What ideas can you add to...?
   - How would you create/design a new...?
   - What might happen if you combined...?
   - What solutions would you suggest for...?

   Q:

6. ***Evaluation***: appraise, argue, assess, attach, choose compare, defend estimate, judge, predict, rate, core, select, support, value, evaluate.
   - Making value decisions about issues; resolving controversies or differences of opinion; development of opinions, judgements or decisions
   - Do you agree...?
   - Place the following in order of priority...
   - How would you decide about...?
   - What criteria would you use to assess...?

   Q: