

Guided Reciprocal Peer Questioning

Generic Questions	Specific Thinking Skills Induced	Blooms
What is a new example of ...?	Application	Applying
How could ... be used to ...?	Application	Applying
What would happen if ...?	Prediction/hypothesizing	Evaluating
What are the implications of ...?	Analysis/inference	Analyzing
What are the strengths and weakness of ...?	Analysis/inference	Analyzing
What is ... analogous to?	Identification and creation of analogies and metaphors	Creating
What do we already know about ...?	Activation of prior knowledge	Remembering
How does ... affect ...?	Analysis of relationship (cause-effect)	Understanding
How does ... tie in with what we have learned before?	Activation of prior knowledge	Remembering
Explain why ...?	Analysis	Analyzing
Explain how ...?	Analysis	Analyzing
What is the meaning of...?	Analysis	Analyzing
Why is ... important?	Analysis of significance	Applying
What is the difference between ... and ...?	Comparison-contrast	Analyzing
How are ... and ... similar?	Comparison-contrast	Analyzing
How does ... apply to everyday life?	Application--to the real world	Applying
What is the counterargument for ...?	Rebuttal argument	Evaluating
What is the best ... and why?	Evaluation and provision of evidence	Evaluating
What are some possible solutions to the problem of ...?	Synthesis of ideas	Creating
Compare ... and ... with regards to ...?	Comparison-contrast	Analyzing
What do you think causes...? Why?	Analysis of relationship (cause-effect)	Evaluating
Do you agree or disagree with this statement...? What evidence is there to support your answer?	Evaluation and provision of evidence	Evaluating
How do you think ... would see the issue of ...?	Taking other perspectives	Evaluating

Source: King A, *Inquiry as a tool in Critical Thinking* in CD.F Halpern and Associates (eds) Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World. San Francisco: Jossey-Bass, 1994

Using Bloom's Taxonomy: Examples of Open-Ended Questions for Use Across Disciplines

Remembering

List three important details from the assigned reading
From the text, list all of the _____ that you can remember
Define _____
Label the parts of the _____

Understanding

Explain what is meant by _____
Paraphrase _____

Applying

Illustrate how you could apply the principle of _____ to your life
Explain how you could (would) have solved the problem
Put _____ in graph form

Analyzing

Analyze _____ from the perspective of _____
Simplify the _____ to its basic components
Search through _____ to find as many principles of _____ as possible

Creating

Create a new _____ from the information given in this chapter
Design a model of _____ using _____ principles
Develop a plan for the improvement of _____
Formulate an innovative idea for _____

Evaluating

Decide which _____ is best
Judge the effectiveness of _____
Justify the actions of _____
Which solutions would you choose? Justify your answer

Source: King A, Questioning Techniques in the Classroom in CD.F Halpern and Associates (eds) Changing College Classrooms: New Teaching and Learning Strategies for an Increasingly Complex World. San Francisco: Jossey-Bass, 1994; Revised Anderson et. al (2001) A Taxonomy of learning and assessing: A revision of Bloom's taxonomy of educational objectives. New York NY