**Questions to promote critical thinking based on Blooms’ revised taxonomy**

Adopted from Center for Teaching and Learning, Brown University: <https://www.brown.edu/about/administration/sheridan-center/teaching-learning/effective-classroom-practices/discussions-seminars/questions>

Original source:

Alison King, “Inquiring Minds Really Do Want to Know:  Using Questioning to Teach Critical Thinking,” *Teaching of Psychology* 22 (1995): 14.

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| Thinking skills | Example Questions |
| Lower levels | |
| Remembering | What do we already know about…?  What are the principles of…?  How does…tie in with what we learned before? |
| Understanding | Summarize…  Explain…  What does…mean? |
| Higher levels | |
| Applying | What will happen if…?  What is a new example of...?  How could…be used to…?  What is the counterargument for…? |
| Analyzing | Why is…important?  What is the difference between…and ….? What are the implications of…?  Explain why/how…?  What is…analogous to?  How are...and…similar? |
| Evaluating | How does…affect…?  Why is…happening?  What is the best/preferred…and why?  Do you agree or disagree with the statement…? What evidence is there to support your answer?  What are the strengths and weakness of…? |
| Creating | What is the solution to the problems of…?  What do you think causes…? Why?  What is another way to look at …? |